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ABSTRACT

The final report describes Un Bien Comienzo, a 3-year model demonstration project which provided early intervention services for infants at risk and young children with mild/moderate disabilities who have working parents and are in day care. The project is a program of Rosemount Center (Washington, D.C.), a multicultural, bilingual day care center for infants and young children which serves a mixed socioeconomic neighborhood with a majority of Hispanic families. Among major program accomplishments were providing the only bilingual assessment and intervention team in day care for infants and children in the Washington, D.C. area, accommodating working parents by offering on-site child treatments, and successfully integrating a special education model component into a day care program. Topics addressed in the report include need for the program, program description (multidisciplinary service team, bilingual assessment and intervention services, technical support and training), evaluation procedures, program accomplishments (including the development of two manuals for family day care providers and one for program replication), and efforts toward program continuation and expansion. The bulk of the document consists of three appendices: external evaluation reports for each project year, an internal evaluation report, and sample individual evaluation reports on five children served by the program. (JW)

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UN BUEN COMIENZO/A GOOD BEGINNING PROGRAM (UBC)

Final Report

July 1, 1984 through December 31, 1987

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December 31, 1987

Ms. Constance Tynes
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U.S. DEPARTMENT OF EDUCATION
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Dear Ms. Tynes:

I am submitting the final report for Rosemount Center's Un
Buen Comienzo/A Good Beginning Program (UBC), grant #G008 401755
ref. 024BH60011, that began July 1, 1984 and continued through
December 31, 1987 with a no cost time extension. I have also sub-
mitted the manuals, as required by this project.

The UBC demonstration model has provided Rosemount and the
multidisciplinary staff with experience and a well developed ser-
vice plan that can be used to serve the needs of children with
disabilities in day care programs.

On behalf of Rosemount, the children who benefitted from the
services provided through this program, their working parents and
the day care staff, I thank you for giving us the opportunity to
provide an innovative bilingual service program that is greatly
needed in the Washington D.C. community.

Sincerely,

Mary Sue Metrey
Mary Sue Metrey
Project Director
UBC Program

cc: Nancy Treusch
Project Officer
enc.: 2 family day care manuals
1 mainstreaming day care program guide
1 translation of first family day care workbook
3/26/88 (2nd workbook translation to be sent in 60 days)

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Years 1, 2, 3

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I. Introduction

The Un Buen Comienzo/A Good Beginning (UBC) model demonstration project was funded for 3 years by an HCEEP grant (Ref. G 008-401755 - 024BH 60011) beginning July 1, 1984 and, through a time extension, until December 31, 1987. The UBC Program was implemented at Rosemount, which has a long and distinguished record of community services, especially to disadvantaged populations since 1972. The area served by Rosemount is a mixed socio-economic neighborhood with a majority of Hispanic families. For 15 years, Rosemount has been a unique and important institution because of the emphasis on multiculturalism and bilingualism. Due to the concentration of Latino families, Rosemount's programs are bilingual, with communications available in Spanish and/or English. Rosemount Center sponsors a variety of programs in response to the community's needs which include:

- a full time day care program for 135 children;
- participation in the Foster Grandparent Program;
- a family day care home program that coordinates the USDA Child Care Food Program and 31 home providers;
- a Head Start Program "Home Start" which works with 50 children and their families in the home; and
- the Un Buen Comienzo/A Good Beginning (UBC) Program bilingual demonstration model that serves children with disabilities at their day care site.

It is the Un Buen Comienzo/A Good Beginning Program (UBC) that is the focus of this final report.

II. Need for UBC Program

The need for the services provided by this program were, and continue to be, vital for children with disabilities in order that they may achieve their maximum potential.

The UBC program at Rosemount provides early intervention services for infants at risk and young children with mild to moderate disabilities who have working parents and are in day care. These services include bilingual assessments, intervention sessions with the specialists at the day care site and training for day care providers.

The rationale for early intervention services is well documented in the Education of the Handicapped Act Amendment of 1986, which concludes the experts' testimony with the following:

"...an overwhelming case exists for expanding and improving the provision of early intervention and preschool programs...the studies have shown that the earlier intervention is started, the greater is the ultimate dollar savings and the higher is the rate of educational attainment by these handicapped children".

With the number of working mothers and single parent families increasing, there will be more children with disabilities in day care programs. If children in day care are to receive early intervention services, these services must be given at the child's day care site, because most working parents cannot leave their jobs to take their children to treatment centers. As more children with disabilities enroll in day care programs, there is an increasing need for day care providers who are adequately trained to work with children who, because of their disabilities, may require special handling. Often it becomes the responsibility of the day care provider to implement each child's intervention method, because most of the child's waking hours are spent with the provider.

If special education services are to be successful, it is also important that they be offered to the child and his family in their first language. The need for bilingual services (Spanish and English) for children with disabilities and their working parents is

essential because of the growing number of Hispanic families and the shortage of bilingual testing and intervention services.

Without the services provided by the UBC program:

- the educational process is impeded...
 - behavior problems can emerge if language and cognitive delays are not treated;
 - normal classroom procedures and activities are unattainable for children who lack the motor and planning skills needed to fully participate in an activity; and
 - children with social delays will not conform to classroom social norms unless their behavior is modelled to meet the norms, resulting in expulsion from programs.
- infants and young children needing assessments administered in Spanish will not be tested;
- infants at risk will not have the opportunity to be observed on a regular basis by the bilingual specialists;
- staff and day care providers who need bilingual training will not be able to provide care for children with disabilities;
- there will be no advocacy group representing the needs of working Latino families and their children with disabilities in day care;
- there will be little outside support for parents who need help in placing their children into bilingual special education services in the school system; and
- day care programs will not be able to offer special education services to families who have children with disabilities because in and of themselves they cannot afford the therapists or provide the staff training that is needed to successfully incorporate children with disabilities into their day care program.

III. Program Description

UBC is an early intervention mainstreaming program within day care settings for children ages 0-4 with mild to moderate developmental delays. It is designed for children of working parents who are in need of day care. The services are provided by specialists at the day care site.

A. Service Team

The UBC multidisciplinary team consists of the following members:

- Project Director - who coordinates activities of the team, maintains staff, and is responsible for project dissemination, outreach and funding;
- Special Educator - who works with children to foster cognitive and learning strategies, master concepts, explore the environment to acquire relevant information from it, and facilitates problem solving, and coordinates the service and training team;
- Occupational Therapist - who addresses the sensory and motor development needs of the child using movement activities and sensory stimulation to facilitate and integrate these developing body systems; and
- Speech Therapist - who evaluates stages of the child's development and designs a program to stimulate and improve the semantic, morpho-syntactic, phonological and pragmatic aspect of the language.

Each team member is involved with assessment, direct interventions, training and technical assistance to parents and providers, IEP meetings and strategy sessions in accordance with his discipline.

In addition, a Family liaison specialist provides intake procedures, case management and assists in assessments, training, and parent/staff communications.

b. Services Provided

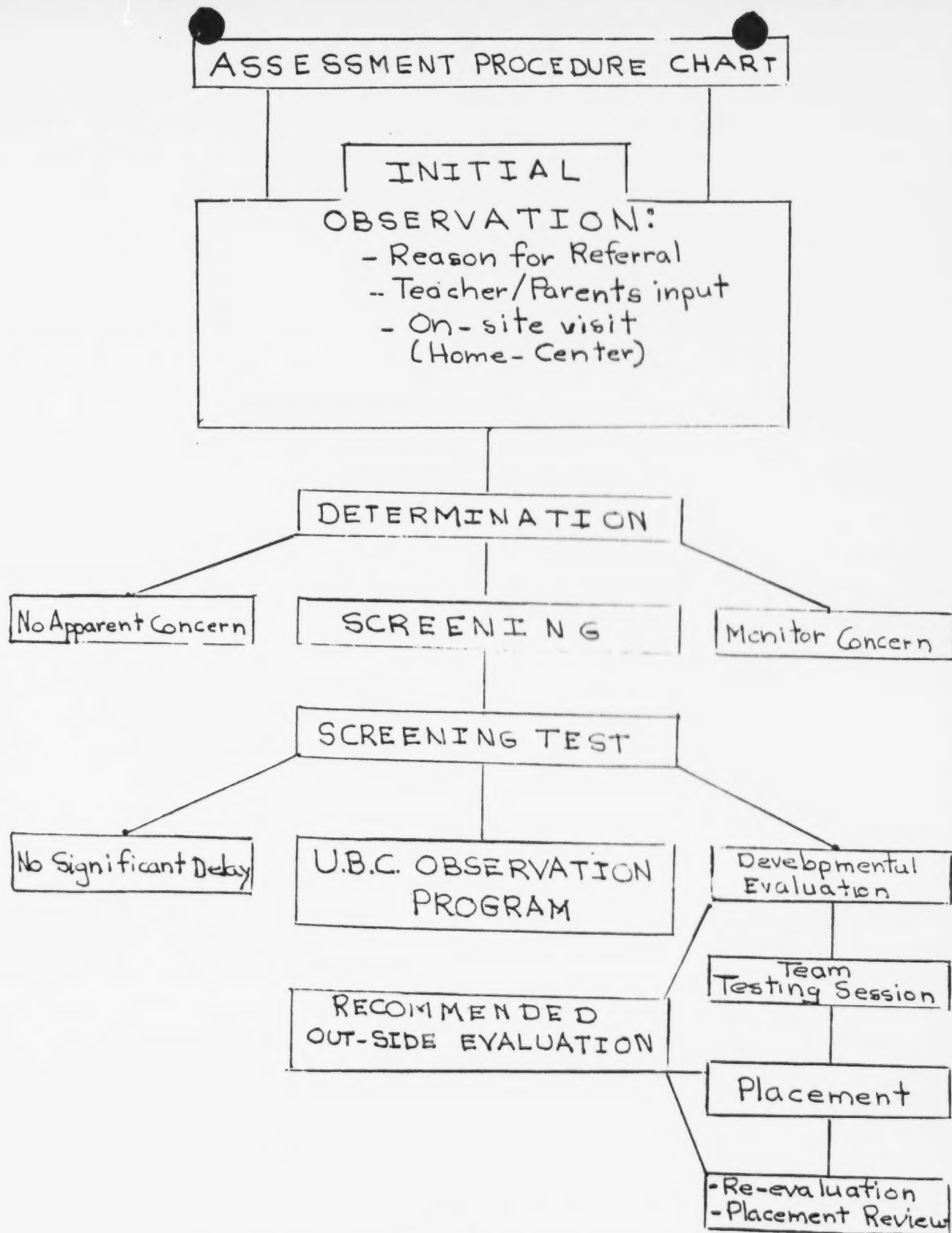
The UBC Program offers all services in Spanish and/or English and include:

Assessment: (See chart)

The UBC assessment procedure encompasses observation, monitoring concerns, screening and developmental evaluations.

(See Program Changes and Adaptions: Eligibility Criteria)

1. Initial Observations are conducted on-site by the Special Educator. Children are eligible for this observation upon a referral.
2. Monitored Concern - a child who has not shown an apparent delay to the Special Educator, but presents a real concern to the caregivers is monitored by the Special Educator who keeps in touch with the providers. Within a three month period a decision is made about the status of the concern.
3. Non-apparent Concern - if after observation and/or screening, there are no visible or obvious causes of concern, no further action is taken. This judgement does not have to be considered a final decision. It may be reviewed at any time upon request.
4. Screening - after an initial observation and upon recommendation by the Special Educator, a screening is conducted by UBC staff specialists. The screening procedure includes the use of a criterion reference (Standardized) screening instrument conducted in the child's dominant language. The four development areas to be assessed are: fine/gross motor, social/personal/adaptive, language and cognitive.
5. UBC Observation Program - when the screening results shows a minor (slight) delay in only one area, it is handled by the care-giver/parent with the UBC specialist assistance.



This child management and observation period provides simple and suitable suggestions and techniques to the care-giver/parent by the specialist. If no positive changes have taken place, a Developmental Evaluation is given to the child by the UBC staff.

6. Developmental Evaluation - this evaluation is conducted by UBC team if significant developmental delay is found in one or more areas according to the screening or initial observation.
7. No Significant Delay - according to the screening results there is no significant delay and no further action is taken. However, the child might be re-assessed if needed at a later date.
8. Placement in UBC Program - if the child meets the UBC Program eligibility criteria and can be accommodated into the Program, she/he will be serviced.
9. Placement Review - periodic placement review is conducted by the UBC staff for those children receiving direct services. If the staff decides that the current placement does not meet the needs of the child, alternatives or discontinuation of the services are suggested.
10. Recommended out-side Evaluation - if during the assessment intervention or placement review it appears that a clinical evaluation is necessary, specialists such as a neurologist and/or psychologist, etc., are considered.

Interventions:

UBC interventions begin after the child has been assessed and accepted into the program. The goal of the intervention is to improve the child's performance according to the objectives as described in the IEP. The interventions are always offered at the child's day care site. Usually, the child is taken to a separate room or area for the intervention, but the specialist may work with the child in a group situation and "model" an interaction pattern, which helps the provider develop appropriate techniques to use with the peer group.

Each specialist designs an individual program plan for the child based on the goals agreed upon by the parents and providers at the Individual Education Plan (IEP) meeting. Intervention strategies are then adapted in order to master a specific set of skills. The intervention strategy includes the content or what is taught, the goal or what is to be mastered and the method or how it will be taught. Once the skill is mastered during the intervention sessions, the specialist follows up to insure that the mastered skill has been incorporated into the child's everyday usage.

Depending upon the child's delays, he may be seen by one or all of the specialists once or twice a week. While one child may be seen only once a week with one specialist, another child may see three specialists two times a week and use up six slots of specialists' time. Occasionally a group of two or three children can receive intervention services together.

All of the adaptive equipment and materials needed by the specialists during the intervention sessions are provided by the program.

Training:

Technical assistance and consultations from the UBC specialists are offered to day care providers and parents in order to provide information about the delays and present quality intervention methods. (Often the benefits of the interventions are dependent upon consistency and the repetition of the intervention method, therefore it is important that both the provider and the parent follow the specialists' recommendations about implementing the procedure).

UBC gives technical support and maintains communication between the specialists and parent/provider in the following ways:

- personal consultations are available to teachers and parents at their convenience;
- monthly meetings are scheduled for specialists and

providers;

- providers are included in Case Manager's meetings where individual children's program goals, IEP's are set reviewed and discussed;
- classroom modeling sessions are conducted as needed;
- providers are invited to participate in the intervention sessions to learn ways to improve teaching strategies and incorporate intervention goals into group activities; and
- two formal training sessions for providers are planned and presented by UBC specialists on topics relating to developmental disabilities and mainstreaming issues.

Since working parents have difficulty attending meetings, emphasis is placed on maintaining communication with them concerning their child's disability, program implementation, the IEP, and progress reports. According to the preference of the parents, communication is maintained through written exchanges kept in notebooks that contain information about intervention sessions, and/or through phone conversations at specified times. Parents are encouraged to attend meetings when their child's program and progress are discussed; all parent inquiries are promptly answered, and participation in parents' meetings concerning children in day care is strongly recommended.

IV. Evaluation Procedure

The evaluation process determines if the program goal of providing bilingual special education services for children with disabilities in day care is being met. Evaluations of the program will be conducted both in-house and out-of-house. The evaluation of each child's goal is determined at IEP meetings attended by the team, providers and parents. (Final Reports on each child receiving services were completed - see Appendix C)

Out-house evaluation (see Appendix A)

An outside professional evaluators was hired to determine:

- if the program is meeting the objectives as stated in

the proposal;

- if the clients are receiving the services as described in the proposal;
- if teachers/providers are receiving the support services needed to maintain a child with disabilities in their day care program;
- if the IEP meetings are evaluating the goals set for each child; and
- if the program administration is sufficient to insure the attainment of program's objectives.

The evaluator had complete access to all program records and documentation. The methods used by the evaluator will include document review, personal interviews and questionnaires.

In-house evaluation (see Appendix B)

Member of the multidisciplinary staff provided the in-house evaluations which included:

- the multidisciplinary team of specialists review of the status of the program in regard to the objectives as outlined in the proposal. (This semi-annual review used the evaluation found in the Appendix);
 - the progress of each child is reviewed by the multidisciplinary team, caregiver and parents at the semi-annual IEP meeting to determine if the goals set for each child are being met; and
 - program objectives were reviewed by the project director with specific attention to the attainment of the amount of services as specified in the program objectives.
- These evaluation reports were presented to the Advisory Board by the Project Director at the Board's semi-annual meeting. The Advisory Board included among its members the Rosemount Executive Director, parents and day care staff representatives from organizations such as the Office of Latino Affairs, National Information Center for Handicapped Children and Youth (NICHCY), D.C. Public School System, and other relevant organizations.

V. Program Accomplishments

While the grant was awarded to establish a "working model", many accomplishments were achieved in the process of developing the model.

Among the accomplishments of the UBC Program are:

- providing the only bilingual assessment and intervention team in day care for infants and children in D.C. (approximately 55 assessments completed);
- accommodating working parents who have children with disabilities by offering on-site treatments at the day care site for their children (36 families have been served; 6 of these families for 3 years and 9 families for 2 years);
- meeting the needs of the underserved Latino community by providing all services in Spanish and/or English;
- training day care providers on methods of incorporating children with disabilities into their day care programs (75 day care personnel have received training instruction);
- assisting parents in meeting the needs of their children with disabilities by providing information on the disability, suggesting methods to improve the child's performance, and exchanging written progress notes;
- successfully integrating a special education model component into a day care program;
- disseminating information about the UBC program to national and local groups for replication of the mainstreaming program;
- developing 3 manuals with 2 manuals translated into Spanish; 2 manuals for family home day care providers and 1 for day care administrators on replication of the program;
- providing transition assistance in placing bilingual children with special needs into appropriate new programs in public and private facilities; and
- providing special education services and training to day care centers and homes who could not afford these services

by themselves but could benefit from the experiences of the UBC umbrella program.

The number of children served and the breakdowns by ethnic groups and disability can be found in each year's evaluation.

Final reports were prepared for 23 children who were receiving services as of June 1, 1987 (5 separate samples are included as Appendix C).

VI. Program Changes, Adaptions, and Concerns

A letter to Ms. Tynes (US Department of Education Grants and Control Center) was submitted in the second quarter of Year 3 of the grant. Since all the information is pertinent to the final report, it has been included in its entirety.

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October 21st, 1986.

Ms. Constance M. Tynes
U.S. Department of Education
Grants and Control Service
400 Maryland Ave. S.W.
Washington, D.C. 20202

Dear Ms. Tynes,

This letter is in reference to HCEEP Grant #G008401755, Un Buen Comienzo/A Good Beginning (UBC) at Rosemount Center.

We have reviewed the goals and objectives of the UBC Program, which is now in the third and final year of HCEEP funding. The following pages explain the program changes and adaptations that are presently being implemented. Our goal is to use the UBC model as the basis of a more comprehensive network of services which would assist working parents who need day care for their children with disabilities. While we are still refining the UBC model, we are also actively seeking funding for continuation and expansion of this mainstreaming model.

If more information is desired, Jan Calderon Yocum, the Executive Director of Rosemount, Francisco Borges, the Infant Special Educator, and I will be happy to discuss this UBC Program at your convenience. I look forward to hearing from you.

Sincerely,

Mary Sue Metrey
Project Director.

Copy sent to: Ms. Nancy Trusch
Special Education Program.

Un Buen Comienzo/A Good Beginning mainstreaming day care program at Rosemount Center (Grant number G008401755) is concluding the third year of the grant. Changes in the program have been made in order to deliver for replication a workable mainstreaming program to other day care centers and family homes. In retrospect, the first two years of the program have fulfilled the direct service components of the proposal regarding the number of children served and the services offered by the specialists. Also, the manuals for dissemination required by the grant are being developed. Attendance at local and national conferences and meetings have also contributed to the proposed dissemination goal. However, some of the goals have not been achieved because of poor allocation of time by the administrative staff. Due to the maternity leave by two key staff during the second year, and too much time spent on the direct service component of the program, some of the networking services which require strong organizational skills have not been fully accomplished. The third year of the grant will be spent in establishing workable administrative procedures and policies for continuation of the project and dissemination to others. Listed below are the changes and some clarifications that are now being implemented in the program. We are requesting approval of these program changes.

1. PROGRAM CHANGES

In the original proposal, the budget request for the third year was \$138,235. The actual money received was \$106,711. Therefore, some of the items proposed in the original budget cannot be funded and/or staffed as originally proposed.

- a. Dial-A-Service - The third year time line requires "the development of a Dial-A-Service telephone line". Due to lack of funds and available staff, this will not be accomplished.

- b. Network and Referral System - Another objective, "to establish a day care services network and referral system" has been changed due to lack of personnel to complete a network system. However, informal systems of information and referrals are being developed as follows.
- UBC has served on a sub-committee for a State-wide linkage and Tracking Network for High Risk and Disabled Infants and Children. When completed, this agency will be one referral source for DC parents who need services for their children.
 - UBC is linked to many agencies that serve the special needs population. Referrals come to us from hospitals, clinics, nursery schools and other day care centers. UBC specialists have assessed and provided intervention at several sites and all of these organizations will become part of an information bank that can be used for further network development.
 - UBC has a link to family home providers through the nutritionist who serves Rosemount's family homes. Also the D.C. family home providers who are now in the process of forming a cooperative, will become another point of contact for referral and networking.
 - UBC has presented the program and displayed an exhibit at several local conventions and meetings. A record has been kept of information sent to interested agencies and personnel.

All of the information that has been gathered on organizations and services offered will be made available for the continuation of the UBC program proposal. This proposal will contain an entire component on referral, information and networking with provisions for personnel working on this project. The data gathered from UBC sources will form the basis of this net-working system.

- c. Lending Library - The time line lists the establishment of a "Lending Library of special equipment and toys for network of local day care providers". Toys for use by the providers are kept in the resource room at Rosemount. The children serviced at the Rosemount site have no difficulty in getting the toys. However, since we have no staff or van to transport an assortment of toys to other providers the following system has been devised.

As the specialist uses toys at the intervention session, he selects

one toy that can be given to the caregiver for use with that child. The specialist also explains how that toy can be adapted to strengthen the delayed area. The provider will keep the toy until the specialist returns for the next intervention. In this way, while there is no choice of toys for the providers, an appropriate toy is available for the caregiver to use with the child.

- d. A telecommunication linkage with GWU TV for project dissemination was also mentioned in the time line. After discovering that the staff person who would have worked with UBC is no longer at the University, it was decided that this aspect of the dissemination effort was no longer feasible. Instead, more effort will be spent in the distribution of the manuals when they are completed. Also, contact has been made with organizations such as NICHCY (the National Information Center for Handicapped Children and Youth) who have a national networking systems which includes groups concerned with children's disabilities.

2. PROGRAM ADAPTATIONS

The following items have been adapted to better meet the goals of the proposal.

- a. Assessment Process - The original proposal calls for a bilingual (Spanish & English) screening system for identification of children with special needs for populations 0 - 3 years. The new assessment process has been refined to present a clearer distinction between the screening procedure and the developmental evaluation. The new format also includes an observation program that will allow UBC to include a few more children into the program. The children in the observation program will be observed and monitored on a regular basis by the specialist with the cooperation and input of the teacher/provider, while interventions and treatments will be given only to those children who have been positively identified as needing the speech, motor or cognitive developmental delay interventions. A more complete description of this assessment process is included in Appendix A.
- b. Curricular Approach - Another objective was to design an adaptive curricular approach for the 0 - 3 year old population in a bilingual multicultural day care setting. Since the purpose of UBC is to mainstream children into the regular day care program, the specialist works with the teacher/

b. Curricular Approach (contd.)

provider to implement a classroom activity to fit the child's specific needs. For example a day care group is working on a curriculum piece that has as its goal language development and self awareness through the use of three or four ethnic dolls. After the children explore the dolls and discuss the differences, similarities, size, etc., each child chooses the doll that most closely resembles himself. Pretend stories about the doll are encouraged from the children and the story can be written and later re-read, or taped and played back. If the child has a visual disability, the doll is tactically explored with the teacher's guidance and vocabulary is elicited. With the use of a mirror, pantomime stories can be done for the hearing impaired. A physically impaired child would need the physical aspect of holding the dolls suited to his needs. A child with a cognitive delay would be slowly introduced to the dolls, one at a time, stressing similarities. The goals and materials used for the class are the same as for the child with disabilities but they have been adapted to meet the specific needs of the child.

- c. Eligibility Criteria - Although the eligibility criteria for entrance into the UBC program was explained in the second year proposal, there is a revision that we feel is necessary which concerns delay criteria. The proposal states:- "a child who scores at least one standard deviation below the mean on the Bayley Scales of Infant Development either in the mental or the motor scales or both would be eligible for UBC." UBC will no longer rely on the results of the Bayley Scales as criteria for acceptance. First, the accuracy of testing an infant or young child to within one standard deviation is not reliable, and secondly, the Bayley Scale is a norm reference test. In its place, a criterion reference test, such as the RIDES (Rockland Infant Development Evaluation Scales) will be used. (According to the Kirk/Gallagher text, Educating Exceptional Children, a criterion reference test is designed to measure a child's development in terms of absolute mastery, as opposed to the child's status relative to other children, as in a norm reference test.) Most of the norm reference tests, even when done in Spanish, do not reflect the culture and language of the Central American population, (many of whom are served by UBC) and are not standardized to this group. Therefore, a criterion reference test along with the use of age appropriate toys to assess the quality of performance will be used. In addition, interviews with the teacher/provider and the parent will be included as well as observations of the child by the UBC staff. Based on the child's developmental history, results of the testing, interviews and observations, a child will then be considered for placement in the UBC program by the UBC team.

d. Training, Technical Assistance and Consultations - Throughout the time line, sessions for the training of day care staff is required. While training is most essential for successful mainstreaming, it is felt that the traditional methods, such as lectures and formal presentations which address group issues do not provide enough individualization to promote self-confidence for teacher/providers when dealing with children with special needs. The UBC has refined its approach to training to include technical assistance and consultations which would provide more communication, feedback and support for the teacher/provider from the specialists. Also, a more realistic approach is needed which incorporates the milieu of the day care providers with the training needs of the UBC program. Since UBC's goal is to mainstream children with special needs into an existing day care program, it is equally important for UBC to mainstream its training program into the existing day care structures. Therefore, the following components have become part of a personalized training program:-

- Personal consultations from the specialist to a teacher/provider takes place during the teacher's lunch period or children's nap time when the teacher is free from the responsibilities of the children. Some topics discussed include, how to incorporate a child into the daily routines, suggestions on adapting classroom activities to meet the child's needs, and the handling of emergency situations as they arise.
- Monthly meetings between the specialists and the teacher/provider are arranged to discuss goals, developmental history, program implementation, etc.
- Case managers conduct a meeting which includes the UBC specialists, program director, parent and teacher (approximately 3 times a year).
- The specialists conduct modeling sessions in the classroom as needed.
- IEP meetings are planned for each child with all the involved specialists and parents two times a year.
- Written progress notes are exchanged after each intervention session between the specialist and the teacher.

While these methods are suited to center based sites, they are also applicable for adaption to family home situations and home based programs. Group training is given less emphasis however, it is planned to fit into the training schedule that is in place for day care workers. For example,

instead of arbitrarily choosing training times at the UBC's convenience, the trainer works with the program director to find the most appropriate time for UBC group training. Often it can be done by reserving some time on the Centers' scheduled training days.

Parent training is also incorporated into the mainstreaming model. Parents of the special needs children are encouraged to attend the general parent meetings, because many of the topics are pertinent to all day care parents. However, the UBC team participates in some of the general training sessions by relating the topic presented to special needs children. This helps to eliminate the problem of acceptance of children with disabilities by the parents of typical children. Individual contact is made with each parent by the use of parent notes, which contain messages from the specialists after each intervention session. The parents are encouraged to write in this notebook about any concerns they may have and thus a personal communication is always available to the parent.

The need for better training methods for day care providers has been a focus of this year's program. It is felt that the development of an individualized audio/visual kit that would contain a tear-out notebook with simple and graphic texts to accommodate a filmstrip or video that could be used at naptime would be ideal for training day care staff on techniques and methods of mainstreaming children with disabilities into day care programs. The project director, along with the executive director of Rosemount, are researching the feasibility of this audio/visual training approach.

- e. Evaluations - Initially, the evaluation process in the original proposal called for an outside team of evaluators to review the assessment data of the child every six months. However, the child's data is under constant evaluation by the provider and the specialist through progress notes. Also the child's data is reviewed by the UBC team program director, teacher/provider and parents three times a year. An even

e. Evaluations (contd.)

more formal evaluation takes place at the semi-annual IEP meeting.

Therefore, since the data is under constant review by the parents, teachers, directors and the UBC specialists and because the cost of outside evaluators would be very high due to the quantity of materials to be reviewed, the outside evaluation process for reviewing the child's data is deemed unnecessary.

3. PROGRAM CONCERNS

A concern of the UBC program is the recruitment and maintenance of a group of family home providers. Mention of this concern was made in earlier proposal adjustments. The family home provider must be reassured that a support system (such as UBC) is in place before she is willing to accept a child with disabilities into her home. Therefore, it is recommended that an intense recruitment campaign is needed first, to find family home providers who are willing to accept children with disabilities into their day care homes and secondly to explain the UBC support system available to them. This information could be disseminated through public service announcements, bilingual leaflets and brochures. The UBC team could also visit day care homes and provide a screening for the children already enrolled, and in that way establish credibility as a support group. It is also recommended that a family home provider manager be hired who would have the responsibility of recruiting, maintaining and nurturing the family home providers. This issue will be addressed in the continuation grant proposal.

VII. Manual Development

One of the goals of the UBC Program was to produce 3 manuals, 2 for family home providers and 1 for program replication. The two family home provider manuals were to be printed in Spanish.

As mentioned in the evaluation reports, this project was too ambitious for the amount of staff time and finances provided.

However, the enclosed manuals have been completed, according to the requirements indicated in the following letter.



UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

- 16 -

JAN - 9 1987

Mary Sue Metrey
Program Director
Rosemont Center
2000 Rosemont Avenue, N.W.
Washington, D.C. 20010

Ref: G008401755
024BH60011

Dear Ms. Metrey:

This references your letter dated 11-13-86 and questions raised.

Question 1. Will a final copy of the three manuals fulfill the proposals objectives?

Answer: Yes, the manuals will fulfill the objectives as stated in the application/proposal.

Question 2. Will the final copy of the manual be considered HCEEP's property?

Answer: Technically, all products from a model demo. are the governments property, but we don't reclaim products.

Question 3. Will we need permission to reprint manuals?

Answer: Reprints are allowable but must have a "disclaimer" and any other information required in a reprint for dissemination.

Example: Un Buen Comienzo at Rosemont is a grant funded by the Office of Special Education/HCEEP. The philosophy and opinions expressed in this report are not necessarily those of the U.S. Department of Education.

Sincerely,

Constance M. Tynes

Constance M. Tynes
Grants Officer
Branch D
Contracts and Grants Service

VIII. Program Continuation

The first contact for continuation support was the D.C. government. While they attest to the need and quality of the program, D.C. officials have not provided any funds. However, UBC is still pursuing this source. Partial funding has been obtained from the Alexander and Margaret Stewart Trust, the Gannett Foundation, The Washington Post Foundation, Head Start, Escheated Estate Funds and other grants are pending. Other methods to continue funding include:

- a cost analysis of the program will be conducted at the end of a full year of services to determine a sliding fee scale for some assessment, therapeutic and training services that will be charged to agencies requesting these services;
- funding through the implementing of PL 99-457 will be pursued when the implementation funds are available in 1989;
- expansion of the base for in-kind and cash contributions from current and new sources will be explored; and
- the special educator will continue to explore funding sources in the local and federal government as well as grants from foundations which provide support for continuing and expanding successful programs. Dissemination efforts throughout the program will ensure that this program is known to public and private funding sources.

IX. Program Expansion

The experience gained through developing and implementing Rosemount's UBC Program has clearly demonstrated that a more comprehensive service delivery system is needed to meet the needs of both children with disabilities in day care and their working parents. Therefore, the long term plan calls for the implementation of a comprehensive service delivery system that would add the following components to the direct services discussed

in this proposal:

- a behavior management component to provide services for children with socio-emotional delays;
- a family counselor to work directly with the families in stress and coordinate program services and community resources;
- a family home provider to recruit and maintain home providers to accept children with disabilities into their day care programs;
- a training coordinator to schedule and arrange training for various day care audiences and become the project manager of a professionally prepared training series of video training tapes; and
- an increase in the number of specialists in order to provide special education services to more day care homes in the metropolitan area.

X. Closing Remarks

The response to the services provided by the UBC Program was overwhelming. Requests for bilingual assessments came from Easter Seals, Children's Hospital and Georgetown, among others. Direct intervention services were given at several sites, and there was always a waiting list for these services. Bilingual training was provided to day care staff, the Family Place, and consultations with parents were provided on a continuing basis. The program was most successful in identifying a need and providing a service program that fulfills that need.

Another major accomplishment was the successful integration of the clinical model (speech and occupational therapy) and the educational model (special educator) into the day care program. This required: specialists to subjugate their programs to fit into the day care schedule; working with day care staff who represent various educational levels, as "partners" in helping the child; dealing with working parents, often in great stress, who

do not view their child's disability as the family's top priority. It also required the already stressed day care staff to understand and accept the program and then learn and incorporate new skills into their classrooms.

Two continuing concerns are the number of family day care homes that are not receiving services, and maintaining parent involvement in their children's therapy programs. It is hoped that, with the additional staff as suggested in the expansion program, these needs will be fulfilled.

A P P E N D I X A - 1

UN BUEN COMIENZO / A GOOD BEGINNING

EVALUATION REPORT: YEAR ONE

written by:

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UN BUEN COMIENZO/A GOOD BEGINNING

EVALUATION REPORT: YEAR 1

Background Information

Un Buen Comienzo/A Good Beginning (UBC) was funded in July 1984 by the Department of Education - Office of Special Education's Handicapped Children's Early Education Program (HCEEP). UBC is part of Rosemount Center, which has been providing daycare services to the Washington, D.C. community since 1972. As described in the original grant proposal to HCEEP, the purpose of UBC is to provide a demonstration program which offers centralized special education and full time daycare for mildly to moderately handicapped children (age 6 weeks to 4 years) in the Washington, D.C. area. Other characteristics of UBC include:

- o Mainstreamed grouping
- o Parent support/involvement suited to meet the needs of working parents
- o Center-based or family daycare home options
- o Bilingual (Spanish-English) and multicultural environment

Nature of Evaluation

The evaluation of UBC's first year was conducted during July and August of 1985. The topics covered and format used for this evaluation were based on the original grant proposal. In specific, the following items were used: Charts A-E, timeline, and goals & objectives. The methods used by the evaluator to gather information were: document review, personal interviews, and questionnaires.

The following interviews were conducted:

- o 5 UBC staff
- o 7 UBC parents (all parents of children in UBC at least 2 months)
- o 5 Rosemount teaching staff (all teaching staff directly involved with UBC for at least 2 months)
- o Director of Rosemount Infant/Toddler Program
- o Director of Rosemount Center

Native Spanish-speaking persons were interviewed in Spanish.

Questionnaires were distributed to Rosemount teaching staff in November 1984 and to UBC parents in May 1985.

Due to the nature of the program being evaluated, the type of information collected by UBC during the course of the funding year, and the amount of resources allotted to the evaluation effort, the following narrative is based on both qualitative and quantitative data. This report does not include a discussion of child progress because uniform pre and post developmental data was not collected. Statistics are included where available; however, the majority of the narrative is a summary of questionnaire feedback and discussions with interviewees.

Nature of Population

As of June 30, 1985 UBC had served seven children for a minimum of 2 months. Two of those children were served in their family daycare homes and the remainder attended Rosemount Center. Six of the UBC children were Hispanic and one was Black. Four of the seven received total or partial assistance with daycare expenses from the D.C. government or scholarship fund, and three children were living with two parents. Ages (as of 6/30/85)

ranged from 12 to 49 months, with a mean age of 27 months. (The 49 month-old child is in transition to the public school system.)

The primary handicapping conditions of the UBC children were as follows: two children had motor delays, one had a communication delay, and the other four children had delays in two or more areas of development. Each child's chart included documentation that the child met the UBC Eligibility Criteria during the course of the service period. However, at the time of program entry four children did not appear to have sufficient documentation to meet these criteria.

Referral and Screening

Between September 1, 1984 and June 30, 1985 UBC received 16 referrals. Six came from hospitals or medical clinics, three from community service agencies, one from a Rosemount parent, two directly from parents, and four were in-house referrals (children already receiving Rosemount daycare). Fifteen screenings were completed during this time period.

At the time of screening, the mean age was 22 months (range = 1 to 43 months). Eight of the children screened were under 24 months and seven over 24 months. The ethnic breakdown was as follows: nine Hispanic, five Black, and one Black/Asian.

The Learning Accomplishment Profile (LAP) or Early LAP was used with all children, except the youngest. In this case, the neonatal exam provided the developmental information necessary at the time of screening. The screening procedure appeared to be a multi-disciplinary "hands-on" and observational effort, and the reports reflected insight and sensitivity. However, the screening reports often did not include information specific developmental information.

Staffing

UBC received funding for the following staff: Project Director (PD) - 100%, Special Education Coordinator (SEC) - 100%, Social Worker (SW) - 50%, Occupational Therapist (OT) - 50%, and Speech/Language Pathologist (SLP) - 50%. The staff present for the service year, although not all were hired when funding was secured, included the PD, SW, and OT. The SEC was hired in October and left in May, and there was a staff SLP for only three and a half months (prior to that a consulting SLP provided evaluations and suggestions for intervention).

UBC staff vacancies is a problem in the eyes of some Rosemont and UBC staff. Because, in spite of minimal staff "turn-over" during the first year, two UBC staff have recently resigned. These resignations have created some anxiety about parent and teacher adjustment to new UBC staff. In addition, UBC internal communication seems to be changing as a result of new team members, which is no surprise, but may be difficult for some staff. Two interviewees specifically stated that UBC staff should be "required to stay at least one year".

Based on information from a variety of interviewees, it appears that job descriptions, roles and responsibilities, lines of authority and supervision, and avenues of communication were not always clear. These were problems within the UBC staff and between UBC and Rosemount staff. Most interviewees indicated that many of these issues have been clarified as the year progressed, but that there is still room for improvement.

Services to UBC Children

According to interviewees, the UBC children received speech and occupational therapy in the classroom (with or without peers), in the resource room, and at home depending on the placement and needs of the

child. The Special Education Coordinator also conducted developmental activities with the UBC children individually or in a group in all of the locations mentioned above.

Each UBC child was screened by the staff as described earlier and a subsequent assessment was done in the areas deemed appropriate by the UBC staff. As of July 1, 1985 a standardized test had been administered to all seven children covered in this evaluation. The average time between screening and program entry was one and a half months, and all children had a comprehensive IEP within one month of entry into UBC.

One child will be transferring from UBC to the public schools next year, and reportedly there have been some delays and problems making this transition a smooth one. Part of the reason for these problems is that the referral process had to begin shortly after the child entered UBC. The staff expect this process will be smoother in the future, once the public school procedures and services are more familiar.

Services to UBC Parents

As reported by staff and parent interviewees, services provided to parents included: conferences about child's evaluation and IEP, home activity suggestions/guidelines, toy and materials loans, telephone discussions, and meetings about child's progress and therapy. Other than conferences about evaluation results and IEP meetings, there did not seem to be a set schedule for the provision of services to parents. Contact with parents was often informal in nature (e.g. periodic phone calls or conversations when parent brought or picked up child from daycare).

The interview process revealed that some parents were confused when they first became involved with UBC about the following issues: who was responsible for what part of their child's program, who should be contacted

when questions arise, and how does the daycare program merge with UBC. Reportedly some of these issues were resolved as the year progressed. However, several UBC interviewees indicated that the parent services component of the program has been the weakest part. It was suggested that responsibilities for parent services were not clearly defined and delegated, particularly in the first several months of the funding year.

Adaptive Curriculum

It was somewhat difficult to gather information on the topic of the "adaptive curriculum" because that phrase was not commonly used even among the UBC staff. Some of the UBC staff indicated that they gave the teaching staff activity suggestions for the classroom. But one interviewee said that in order to give realistic suggestions, the UBC staff member must know the teacher staff, UBC child, other children, and classroom activity very well.

The teaching staff reported that they had received and implemented some suggestions. For example, directed language activities, extra help at meals, behavior modification, and "special movement activities". A couple of the teaching staff said that they were careful to repeat directions or provide additional help to UBC children when necessary.

In regard to the "adaptive curriculum", the Project Director said that a Rosemount staff member is presently developing a bilingual/multicultural curriculum, which will eventually have "adaptive components" based on input from UBC. Therefore, the phrase "adaptive curriculum" will hopefully have more meaning in future years.

Bilingual/Multicultural Environment

The UBC children who received daycare at Rosemount Center were exposed to a bilingual (English - Spanish) and multicultural environment because they became part of a setting which already fit this description. As noted

in the first section of this report, the Rosemount population is a diverse ethnic mix. In addition, approximately one third of the infant and toddlers were born outside the U.S. and a greater percentage of the parents are foreign born. The Center itself is decorated with items from many cultures and all Center-wide functions have a multicultural flavor. The Rosemount infant-toddler staff is approximately 60% Spanish-speaking and 40% English-speaking.

In terms of UBC itself, all staff interviewed were conversant in both Spanish and English to a greater or lesser degree. When the bilingual issue was discussed during the interviews, no one reported problems related to language barriers when communicating with parents, Rosemount staff, or UBC staff. However, the issue was important enough that at least one teacher stated that the new UBC staff should be conversant in both languages.

Feedback on the topic of multicultural sensitivity was not as positive. Five interviewees described problems which they attributed to lack of understanding or insensitivity on the part of UBC. One interviewee described a personality conflict which could not be easily resolved because the parent and UBC staff member were of different cultural backgrounds. The other issues raised by interviewees centered around cultural differences in attitudes about childcare, parenting, handicapped children, and serving Black or Hispanic children with developmental delays. It was suggested that these issues need to be discussed more regularly and in-service training may be in order.

Feedback from UBC Parents

As noted previously, seven UBC parents were interviewed for this evaluation. Two of the parents interviewed have children who received home-based services from UBC, the other five children were served at Rosemount

Center. Following a discussion about the types of services received (this information is incorporated into other sections), parents were asked what services they would have liked increased. Three parents said that everything was fine, three parents would have liked more therapy (occupational and/or speech) for their child, and one parent wanted more meetings/contact with UBC staff. No one could think of any service which they wanted decreased.

When parent interviewees were asked if their children had made the progress they expected, six answered yes and one of those added, "much more than expected". One parent said that her child had not made as much progress as they would have hoped. Out of the five children attending Rosemount Center, two of these parents had no concerns about how their children "fit in with the other children". The other three parents were concerned about their child not being able to defend him/herself or felt their child played alone too much.

Five of the seven children received some services prior to UBC entry. Four of the parents whose children received other services previously stated that UBC is better because there are more services available. The fifth parent said the services were comparable, but the advantage is that her child now gets special services and daycare in the same location.

When parents were asked about the best parts of UBC, the following comments were made:

- o Helping child to reach age level
- o Child and family getting help they need
- o Child hearing Spanish and English
- o Everything!
- o Staff very interested in child

- o Home-based services available
- o Daycare and therapy in same place

Out of the six children who will be eligible for UBC next year, five of their parents were planning to keep their children in the program. One parent expressed reservations because she does not like the way some of the teachers keep the children under control. However, this child will most likely attend UBC and Rosemount, according to the parent, because the child needs therapy.

According to staff interviewees, most feedback from parents was of an informal nature and was generally positive. The exception to that was a staff member who said one parent has been very confused about UBC procedures and lines of authority. Also, at least two UBC parents reportedly told UBC staff at some point in the year that the teaching staff was not able to meet their child's needs.

Feedback from Non-UBC Parents

Due to time restrictions, non-UBC parents were not interviewed for this evaluation nor did they receive questionnaires. Information from these parents was obtained second hand from UBC and Rosemount staff.

Toward the beginning of the funding year Rosemount held a meeting for parents to discuss the UBC program. Reportedly this meeting was very poorly attended and those who did attend had strong negative feelings. The concerns seemed to focus on teacher time and attention that might be taken away from non-UBC children. As the year progressed the strong negative feelings appear to have faded.

The interviewees reported a range of current parent reactions including: interest and curiosity about the UBC children, confusion about the nature of the program, lack of awareness, concern about behavior

deviations, passive acceptance, and informal positive remarks. In summary, there does not appear to be a universal reaction to the program. UBC is not always discussed with inquiring prospective non-UBC parents; however, UBC is described in the Rosemount brochure.

Working with Teaching Staff

At the point this evaluation began, only four classrooms had been directly involved with UBC for a minimum of two months. (Two children were served at home, and one classroom had two UBC children.) Four teachers and one junior teacher were interviewed.

UBC provided the following services to the teaching staff: classroom activity suggestions, classroom activities and demonstrations with UBC children and small groups, developmental information on UBC children, inservice training/workshops, and monthly goals for children. In addition, teachers met with UBC staff and periodically with parents, and observed child evaluations.

When asked what they would like more of, the teaching staff mentioned the following: workshops, feedback about child progress, in-classroom therapy with UBC child in group of non-UBC peers, one-to-one help in classroom, and opportunities to observe therapy in resource room.

Teaching staff were also asked what "extra work" they had as the result of having a UBC child in their classroom. One interviewee said there was no time for extra UBC work and each child got equal time and attention. The other four described such things as, special directions, special lesson plans, extra language activities, toilet training and related clean-up, and making observations and notations. Reportedly, UBC children fit in with the other children, except for problems associated with coming in to the group

at a later point in the school year (i.e. not being familiar with the classroom routines).

Two of the teacher interviewees said they were comfortable with UBC children in their classes and would like to have another one next year. However, the other three had some reservations, including:

- o disruption to class when UBC child does not start at the beginning of the school year with other children
- o confusion of parents and teachers about relationship between UBC and classroom routines
- o questions and concerns from non-UBC parents about UBC children and program which must be handled in a timely fashion

According to the UBC staff, working with the teaching staff was not problem-free. Once again, the lack of clarity about UBC's procedures, interface with daycare routines, UBC staff roles and responsibilities, and lines of authority created problems when building rapport with the teaching staff. In addition, some UBC staff felt the teachers may have been jealous of UBC's power and status. Some other problems mentioned included lack of understanding of the importance of activities or therapy and teacher inflexibility.

One interviewee pointed out that Rosemount teachers really do not have a choice about whether or not they will have a UBC child in their class, although placements are made with the teachers' personalities and experience in mind. In general, staff interviewees (non-teachers) felt that teachers were often bombarded by professional jargon, and contact was too irregular and infrequent to establish trust and build rapport, especially in the first few months after the UBC child was placed. According to one UBC staff member, UBC and Rosemount daycare are still too separate.

In-Service Training

During the course of the first funding year, UBC provided nine workshops to the Rosemount teaching staff. The mean number in attendance was eleven, most of whom were staff working with children under four years of age. These workshops were conducted by teaching staff from The George Washington University or UBC staff. At least one UBC staff member was present at all workshops. Teacher interviewees spoke positively about the workshops and several said they would like more.

There was only one orientation/in-service for Family Home Providers during the first year, and it was not well attended. UBC decided to build rapport with these providers by offering developmental screening for the children in their homes.

The UBC staff members had two in-service workshops prior to June 30, 1985. One was on the topic of daycare and the other was on family home daycare. In addition, two local and three national conferences were attended by at least one UBC staff member.

Advisory Committee

According to the Project Director, the UBC Advisory Committee of fifteen members met two times during the first funding year. The meetings were not well attended and, as a whole, the committee was not as responsive as the Project Director would have liked. However, a few individual members provided some valuable services. For example, conducted an inservice, reviewed Eligibility Criteria, made themselves available for telephone consultation, and spread the word about UBC to the community. The Project Director said that in the fall of 1985 she plans to ask each committee member to carefully evaluate his/her availability before making a commitment to serve a second year.

Community Response

Due to limited resources, community agencies were not contacted directly about UBC for this evaluation. However, the Project Director and Rosemount Director indicated that the community has been very enthusiastic and supportive of UBC, especially the Hispanic community. The number of referrals from different agencies also attests to the community support. According to the Project Director, some agencies expressed confusion about UBC procedures in the early months, but this no longer appears to be a problem.

Summary and Recommendations

During the course of UBC's first funding year, seven children were receiving services by May 1st, 1985. According to the Project Directory, four additional children entered the program in the last two months of the funding year. This totals to eleven children served during UBC's first year, which is very close to the proposed goal of twelve.

UBC served children from different economic backgrounds, family situations and age groups, as was the goal in the original proposal. However, UBC's ethnic mix of 86% Hispanic and 14% Black was not reflective of the infant/toddler mix at Rosemount Center (45% Hispanic, 31% White, 17% Black, 7% Asian). The children screened by UBC (60% Hispanic, 33% Black, 7% Asian/Black) did not represent the ethnic mix at Rosemount either. In light of the small number of children served, this cannot as yet be considered a major deviation from the proposed goals. Also, it is likely that the nature of the population will vary over the next two years as the number of children served increases.

UBC received sixteen referrals over a ten month period from a variety of community agencies, which suggests broad community support. Fifteen screenings were completed. This is a respectable number for the first year considering staff size and their other responsibilities, although the UBC grant proposal stated a goal of two to three per month.

All children went through a formal screening prior to entering the program, but the screening reports often did not contain the type of developmental information specified in UBC's Eligibility Criteria. Some children seemed to have been enrolled in UBC before any subsequent assessments were done, even though eligibility was established during the course of the child's service.

Although professionals are legitimately reluctant to label children at an early age, the UBC Eligibility Criteria are written in such a way that the nature of the delay can be described without attaching a label. It is recommended that UBC attend more carefully to the matter of eligibility during the second funding year.

Staff coverage was not ideal for the entire funding year, but UBC definitely was operative as outlined in the grant proposal and it appears that the children received the necessary services. It was not within the scope of this evaluation to determine if the quality or quantity of services to individual children was appropriate. However, the services provided to UBC children, as described by all interviewees, indicate that the original intent of the project has been met in this area.

If UBC plans to document child progress and family/environmental changes as stated in the original proposal, systematic assessment data must be collected at pre-determined points. It is recommended that these plans be reviewed carefully in the next several months to determine if such extensive data collection is realistic. Perhaps the use of one instrument for child progress and one for family/environmental changes could be implemented. An assessment schedule must be set up as soon as possible if this goal is to be met by the end of the demonstration grant period.

In regard to the implementation of an "adaptive curriculum", it was unclear whether "special activities" for the UBC children were a regular part of the daycare routine. The interviewer got the impression from the teaching staff that they believed their role was to help the UBC children fit into the regular classroom routine. If special activities or therapy was needed they would do their best to work them into the routine, if possible. One teacher said there just wasn't enough time. There are plans to add adaptive components to a multicultural curriculum presently being

developed at Rosemount. During the first funding year one UBC staff member served on the curriculum development committee.

Two of the unique aspects of UBC were their goals to provide a bilingual multicultural environment. Interview data indicated that Spanish and English speaking parents and staff were quite satisfied with the bilingual aspect of the program. However, there were a number of concerns about UBC's multicultural sensitivity expressed by a variety of interviewees. Clearly there are no clear cut solutions to such concerns. However, it is recommended that the issue of multicultural sensitivity be discussed openly among administrators, UBC staff, and teaching staff. There has been some discussion about a workshop on this topic, which seems to be an excellent idea.

Parents were pleased with UBC for the most part, and were appreciative of the unique aspects of the program (e.g. bilingual services, accommodations for the working parent, daycare and special education under one roof). Informal contact with parents was satisfactory and staff seemed to make an effort to meet the diverse needs of working parents. But there was a general feeling that parent services could be improved. It is recommended that UBC consider more frequent formal contact, particularly at the beginning when parents need explanations about how UBC fits into Rosemount.

The provision of services which support the educational program to children does not match those described in the proposal (e.g. no parent support groups). It seems that part of the problem in this area was that roles and responsibilities for parent services were not clearly defined. It is recommended that careful examination of this program component be a priority in the next couple months.

Although no UBC parents did not directly provide data for this evaluation report, information from other interviewees indicated that these parents had a variety of questions and concerns about UBC. It is recommended that UBC determine the most realistic method for communicating with these parents before problems arise. Reportedly, a general meeting was not well attended last year, but now that UBC is actually functioning, a meeting might be more successful. In addition, it is recommended that UBC be discussed with all parents who personally meet with Rosemount staff about daycare for their children.

A key element for UBC is the comfort and cooperation of the teaching staff. Basically, the teaching staff appeared to be supportive, and even enthusiastic about UBC. Problems did arise with particular individuals, but a few changes might remedy most problems. Teachers wanted more information more often about the children in their groups, including the progress they make while at Rosemount and the nature of the services needed. Teachers seem to want to observe more of the process, even if they are not an active part.

UBC provided nine in-service workshops to Rosemount teaching staff during the first funding year on a variety of topics, as described in the original proposal. Although the workshops did not begin until February, the number held, subjects covered, and numbers in attendance indicate that the original intent of UBC's in-service goal has been met. Pre and post test information from participants was not available for this evaluation report. In-service training for family home providers was not as successful. However, UBC plans to build rapport with these providers by screening the children in their care. This screening may encourage more involvement on the part of family home providers. (It is important to note that UBC staff

also had a number of opportunities to enhance their knowledge of daycare and special education.)

The first year of any new program or project is often plagued by some administrative and organizational problems, and UBC was no exception. For UBC these problems were in the area of roles and responsibilities/job descriptions, lines of authority and supervision, and communication. Many of these types of problems were cleared up as the year progressed, but others are unresolved. It is recommended that ironing out administrative and organizational issues be a priority in the next several months.

In conclusion, UBC has launched a new and exciting program for young handicapped children in need of full-time daycare and special education. UBC is stepping into territory relatively new for special educators and they have had to face a number of challenges. The first funding year has come to a successful close in that the program is operative and serving children in need of their unique combination of services. UBC and Rosemount seem to be committed to expanding and improving the program in the second year.

A P P E N D I X A - 2

UN BUEN COMIENZO/A GOOD BEGINNING

EVALUATION REPORT: YEAR 2

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UN BUEN COMIENZO/A GOOD BEGINNING

EVALUATION REPORT: YEAR 2

Background Information

Un Buen Comienzo/A Good Beginning (UBC) has completed its second year of operation, funded by the Department of Education Office of Special Education's Handicapped Children's Early Education Program (HCEEP). UBC is part of Rosemount Center, which has been providing daycare services to the Washington, D.C. community since 1972. As described in the original grant proposal to HCEEP, the purpose of UBC is to develop a model demonstration program which offers full time daycare and special education services under the same roof to mildly and moderately handicapped children (ages 6 weeks to 4 years). Other characteristics of UBC include:

- o mainstreamed grouping
- o parent support/involvement suited to working parents
- o center-based or family daycare options
- o bilingual (Spanish-English) and multicultural setting

Nature of Evaluation

The evaluation of UBC's second year was conducted during August and September of 1986. The evaluation plan was based on the original grant proposal and the continuing grant proposal. Due to limited resources for evaluation, a comprehensive evaluation of all UBC components was not conducted. The topics/issues included were selected by the UBC director and evaluator based on areas of concern and major Second Year components.

The data collection procedures used were personal interview and questionnaires. UBC staff provided statistics obtained from UBC records.

The following interviews were conducted:

- o Director of Rosemount Center
- o Coordinator of Infant/Toddler Program at Rosemount Center
- o Coordinator of Preschool Program at Rosemount Center
- o Coordinator of Bilingual Curriculum at Rosemount Center
- o Five UBC staff (Director, Speech Therapist, Occupational Therapist, Infant Special Educator, Family Liaison)
- o Five staff at Catholic Charities

Nature of the UBC Population

Screening. Between July 1, 1985 and June 30, 1986 UBC screened 26 children, 21 boys and 5 girls. Nine screening referrals were made by Rosemount staff (children already receiving daycare from Rosemount Center), eight from community service agencies, three from hospitals, and nine directly from Rosemount parents.

UBC served 17 of the children screened, two were referred to another agency, two were referred to other daycare centers and staff were given suggestions for service, and 3 did not did not require special services at that time.

Services Provided. During the second year of funding, UBC served 26 children. Twenty-one children were served at Rosemount Center, two at the Catholic Charities daycare center, two at home, and one in a Catholic Charities family daycare home. The ethnic backgrounds were as follows: 13 Hispanic, 9 Black, 4 White. Twelve families were primarily Spanish-speaking and 14 English-speaking. Financial information was only available for the 21 children served at Rosemount Center and was as follows: 16 received public assistance for daycare expenses and 5 were tuition paying.

As of June 30, 1986 the children served fell into the following age ranges: 2 - up to twelve months; 5 - thirteen to twenty-four months; 8 - twenty-five to thirty-six months; 10 - thirty-seven to forty-eight months; and 1 child was 49 months.

The primary handicapping conditions of the children served by UBC were as follows: 12 - motor delay; 8 - speech/language delay; 5 - developmental delays in two or more areas; and 1 - emotional problems.

Services to Catholic Charities

During the second year of funding, one of the major goals of UBC was to disseminate the UBC model by providing services in another daycare center. Catholic Charities (CC) was selected because of Rosemount Center's long-standing relationship with this facility and their expressed interest in receiving UBC services. UBC provided services to three children served by CC, one in a family daycare home and two in their daycare center.

Family Daycare Home. Four children were screened in one daycare provider's home and one served. One parent refused services from UBC, although services were recommended. UBC staff worked with the one child on a weekly basis. The child was either taken to a separate room for services or activities were conducted with all the children, depending on the nature of the activities. UBC staff gave the family daycare provider activity suggestions and materials to use.

The family daycare provider and family daycare coordinator were interviewed about UBC and their responses were generally quite positive. However, there were apparently some scheduling problems, particularly on nice days when the provider wanted to be outside on walks or at the playground. Scheduling was also a problem in relation to evaluations at

Rosemount. The coordinator suggested that UBC give feedback to providers in the evenings or during naptimes in the homes.

The provider said she learned from UBC how to break tasks into small steps, model appropriate behavior for children, and teach children about chewing and eating food. The coordinator stated that services to the child was a form of training for the provider and exposed the provider to new and different materials.

Both provider and coordinator would like to continue their relationship with UBC, but the provider added that more UBC time would be good. Reportedly the child improved noticeably in motor skills and fit in better with the other children. Slight improvement in verbal skills was noted.

One significant problem was working with the parent of the child served in the daycare home. Although the parent denied the child's problems at first, she did seem to want help for child. However, the parent did not want to be involved. UBC did not have a relationship with the parent at all, and the provider felt she did all the work. CC staff talked with the parent, but she never really became involved. The provider finally became resolved that the responsibility was hers. CC staff felt that UBC did not do enough to help them with this parent. The coordinator felt this parent could have benefited from parent-to-parent support, perhaps set up by UBC.

To the regret of the home daycare coordinator, there was no regular and direct contact between UBC and the coordinator. The coordinator got most of her information from the provider. There was also no systematic way of providing feedback about the child's progress to the provider, only informal communication while in the daycare home.

Daycare Center. In February 1986 UBC screened three children in the CC daycare center. Beginning in April, two children were served twice a week. Usually the UBC staff took the children to a separate room for therapy or

educational activities, but sometimes activities were carried out in the classroom. Teachers were given ideas for classroom activities and behavior management, as well as information about the child's strengths and weaknesses.

The time lapse between screenings and initiation of services was unexpected by CC staff and created some problems. Parents were not given prompt feedback, therefore concluded that there was nothing wrong with their children. However, the CC staff said IEP meetings were well run and informative when they were finally scheduled.

Feedback during the course of services was poor. CC staff received no progress notes and the teachers said they did not really know what was going on. One interviewee said it was hard to tell who was responsible for an individual child's educational plan. The teachers wanted to observe more and be more involved. The evaluator got the impression that at least one teacher had an inaccurate picture of the child's problems, believing he was only "stubborn".

CC staff observed some positive changes in the children in the few months services were provided, but acknowledged that substantial progress was unrealistic in light of the short time period. Also, CC staff said good rapport was not established between UBC staff and the children, which could have interfered with progress. Often the children were reluctant to leave the classroom with UBC staff, as evidenced by crying or withdrawal. One teacher suggested that other children could have encouraged the UBC child if activities were conducted in the classroom.

The CC parents were not involved in the UBC services, which created some problems for the CC staff. One parent denied the child's problems and the other refused to make time to get involved. One interviewee felt that

the parents would have been more cooperative and there would have been follow-through at home if the parents had been kept informed of the child's progress and UBC activities on a regular basis.

All daycare center interviewees wanted the UBC services to continue even though there had been some problems. The concept of serving special needs children in the center was appealing to the staff. The teachers said they learned from UBC more about child development and how to be better observers of children's behavior. Reportedly staff were more comfortable working with the identified children following UBC involvement. Formal training sessions were not provided to CC staff, although they were promised.

Manuals

One of the primary activities for UBC's second funding year was to be the writing of three manuals. These manuals will be a major part of UBC's dissemination component and are to be ready for dissemination by the end of the third and final year of funding. According to UBC and Rosemount staff interviewed, the writing of these manuals created considerable conflict between UBC staff and the Rosemount administration, as well as between UBC staff members themselves. Several interviewees stated that the conflict over the manuals is a reflection of some unresolved differences between UBC and Rosemount administration's philosophy of UBC.

Basic issues, such as the subject, content, scope, and perspective of the manuals took months to resolve and no one seemed very satisfied with the resolutions at the time of the interviews. In addition, several people stated that the writing of these manuals requires expertise in writing that the UBC staff does not have because they are trained special educators, not writers. Everyone mentioned that the writing took a tremendous amount of

time away from service provision, and the UBC team was over-extended anyway. The UBC interviewees expressed considerable frustration about this situation.

UBC/Daycare Relationship

Feedback from Teachers. Two questionnaires were developed for teachers; one for those who had been involved with UBC for two years, and one for teachers only involved the second year. Questionnaire development was based on problems which surfaced during the Year One Evaluation that UBC wanted to improve upon. The questionnaire was designed to be completed in 5-10 minutes. This data collection strategy was selected because last year it was difficult to schedule teacher interviews and arrange for classroom coverage.

Questionnaires were sent to five new staff and three previous staff. Unfortunately completed questionnaires were only received from four new staff and no previous staff. Two reminder letters were sent and a face-to-face request was made; however, these attempts were unsuccessful. In light of the poor questionnaire return rate, the teacher feedback must be interpreted with caution.

Working with UBC. The teachers reported that they had the opportunity to observe UBC staff working with their children about as much as they wanted. Receipt of help, information and/or suggestions from UBC was also satisfactory, except that one respondent said that promised written information was never received. Also, children referred to UBC waited months for screening. Coordination of UBC and daycare schedules apparently created some problems for two of the four respondents, particularly because of napping and eating schedules. General positive comments included: "UBC staff is considerate and knowledgeable", "doing a great job".

Working with UBC Children and Parents. According to teachers the UBC children sometimes did not fit into the regular classroom activities. Finding time to do the special UBC activities was a problem and one UBC child often played alone. However, only one teacher respondent said the UBC child had problems getting along with the other children. In summary, UBC children were not a big disruption, but were not always a part of the group. Only one respondent explicitly stated he/she wanted another UBC child next year. One teacher did not want another UBC child because they take extra time. According to teachers, working with UBC parents was about the same as working with other parents.

Feedback from Daycare Administrative Staff

The Rosemount administrative staff generally agreed that UBC and daycare staff worked together better the second year than the first. Several people attributed this to a better qualified, more bilingual and culturally-sensitive staff. Communication was reportedly better and UBC staff treated the daycare staff more as equals the second year.

Feedback from UBC

The UBC team was generally less positive about the UBC/daycare relationship than daycare staff. However, it is important to note that most of the UBC staff interviewed were new and could not compare the first and second years as the daycare administrative staff did.

Reportedly there were problems working with the teaching staff through the coordinators because chains of command were not clear and communication patterns were different in the different units. One interviewee said that Rosemount's compartmentalized structure made things difficult for UBC. Interviewees also said that follow-through in the classroom and receptivity of the teaching staff varied greatly. Scheduling around daycare activities

was a problem for some UBC staff, especially when it was clear that a particular child was in need of a lot of services but there were not enough available hours to provide the services.

Services in Family Daycare Homes

UBC served two children in their daycare homes during the second funding year, in addition to the one child served through Catholic Charities. Reportedly, it was very difficult to find family daycare homes and parents receptive to UBC services. This problem was not anticipated. One interviewee felt the UBC staff was reluctant to take on family daycare children because UBC felt there were so many unmet needs at Rosemount Center. Another interviewee speculated that UBC staff had less experience working in homes and therefore were uncomfortable with this role.

According to an interviewee, working in the homes was frustrating because the providers viewed the UBC staff member as a babysitter and really did not get involved in the educational program. Parents were given information by phone and seen only occasionally in the evenings.

UBC/Parent Relationship

Due to limited time and resources, UBC parents were not interviewed or surveyed for the second year evaluation. Information for this section was obtained from UBC and Rosemount administrative staff, and must be interpreted with this fact in mind.

The daycare administrators were generally positive about the UBC/parent relationship, and indicated that things had improved in the second year. Adjectives such as "empathetic" and "professional" were used to describe UBC's work with parents. The problems identified last year as related to a lack of cultural sensitivity had greatly diminished. One interviewee

a lack of cultural sensitivity had greatly diminished. One interviewee suggested that UBC should make it a policy to consult with staff who know parents well before discussing potentially sensitive subjects with parents. Also, UBC should be careful not to discuss UBC children or parents in the hallways where other parents might overhear the remarks. Another interviewee said that UBC staff had a tendency to treat all parents the same, and did not give parents all the information necessary to make informed decisions. Daycare staff generally received positive feedback from parents about UBC.

UBC staff stated that their expectations of parents are more realistic this year and they have tried to make better use of the telephone for communicating with parents. The bilingual, multicultural composition of the team is a great asset for working with UBC parents. Also, during the second year, UBC initiated the case manager concept. One UBC staff was assigned to each child based on his/her special educational needs and first language. The case manager made most of the contacts with the parents and coordinated UBC services for that child, even though other staff member may have provided services, also. This change helped to improve UBC/parent relationships because rapport was more likely to be established with one consistent staff member. This is not to say that interviewees did not express some frustration with the fact that working parents are often hard to reach and too busy to follow-through with suggested activities at home.

During the course of the second year one UBC child was diagnosed as having Musclar Dystrophy. Needless to say, this was very difficult for the parents and it was a challenge for the staff to handle the matter sensitively. There was some difference of opinion as to what would have been the best way to communicate with the parents regarding this condition and the educational implications. Reportedly, over time conflicts between

UBC staff, Rosemount staff, and the parents were resolved in a satisfactory manner.

Implementation of the Model

Many hours of interviews made it clear that the primary conflict and frustration of UBC's second year was a lack of agreement about implementation of the UBC model. The UBC staff was service oriented and very concerned about the individual children. They saw many Rosemount children with multiple needs and felt frustrated that they could not provide more services. The Rosemount administration was more oriented to the development of a model special education program that would fit into the daycare setting and that could be transported to other settings. Both of these orientations are important for the success of a demonstration project, but the challenge is to merge these orientations.

Unfortunately, a successful merge was not achieved. This seems to be due to the fact that UBC and the administration often viewed themselves as rivals, which precluded constructive and harmonious dialogue on a regular basis. This was probably due to personality conflicts, different educational orientations, different work experiences, and other miscellaneous factors. Also, the UBC staff all reported that they worked together well and communicated effectively. Although this good internal UBC communication helped to make many things run smoothly for the team, it probably exaggerated the gulf between UBC and Rosemount administration.

In addition, the UBC director was on maternity leave for several months, which created an internal-external communication and administrative void at a time of tension and conflict. In other words, there was no strong administrator/mediator available during these months to work on the merging of these two orientations on a day-to-day basis.

Another important matter related to implementation of the model is that some of the UBC staff had fundamental questions about the efficacy of serving special needs children in a daycare setting and the types of children who could be served effectively. These are extremely important questions which should be discussed, and ideally resolved, during the course of a demonstration project such as UBC. Finding the answers to these types of questions requires extensive dialogue between mutually respecting professionals that have expertise in daycare and those that have expertise in early childhood special education. Due to the factors discussed in the two paragraphs above, it appears that such dialogue did not take place at Rosemount/UBC to a satisfactory degree.

Conclusions

During the course of UBC's second funding year, 26 children were served in two daycare centers and two family daycare homes. These figures indicate that UBC's goals of serving 20 children, expanding to a second daycare setting, and working with children in daycare homes were met. Although a specific number of daycare homes was not projected in the continuing grant proposal, there was some feeling that UBC was not entirely successful in expanding their model into home daycare settings.

As of June 30, 1986, the UBC children ranged in age from 8 to 49 months and had a variety of handicapping conditions. The ethnic backgrounds of the children were as follows: 50% Hispanic, 35% Black, 15% White. Sixty-two percent of the UBC children received public assistance for daycare expenses, 19% tuition-paying, and 19% unknown (non-Rosemount children). These figures indicate that UBC is meeting its goal of serving children from different economic and ethnic backgrounds, as well as serving the Hispanic population for whom its bilingual special education services have been

tailored. UBC's ethnic composition during the second year was more diverse than during the first year.

UBC screened 26 children the second funding year. These children were referred by a variety of sources (inside and outside Rosemount), which suggests continued community support. Also, on several occasions, Spanish-speaking UBC staff were asked to assist other community agencies with bilingual evaluations. UBC met their goal of two or three screenings a month, which was stated in the original grant proposal. However, the UBC staff felt that comprehensive screening and the necessary follow-up took more time than anticipated.

Expansion of the UBC model to a second daycare center and family daycare homes did take place in the second funding year as planned; however, these expansion activities did not occur at the level or on the timetable planned. The children served through Catholic Charities did not begin receiving services until April 1986, in contrast to the proposed start date of January 1986. Although Catholic Charities staff were generally satisfied with the UBC services once they began, the staff wanted more feedback about the children's progress and assistance with parents.

One of UBC's primary dissemination activities for the second year was the writing of three manuals. The purpose of these manuals is to assist other daycare centers implement the UBC model. Although substantial effort was expended on these manuals, much of the effort was not positive and productive. There was considerable controversy about the subject matter and content of the manuals, particularly between UBC and Rosemount administration. A number of important issues remain unresolved and timelines have not been adhered to.

The UBC/daycare relationship appears to have been better during the second funding year than the first. This was probably due to what

second funding year than the first. This was probably due to what interviewees described as a more culturally-sensitive UBC staff, who was more willing to work with the daycare staff. However, there were still some problems scheduling therapy around daycare routines, and understanding the proper chains of command for transferring information about children.

Both UBC and non-UBC interviewees and questionnaire respondents agreed that UBC's work with parents at Rosemount Center improved the second year. The improvement seems to be related to the fact that the UBC staff was more bilingual the second year and sensitive to the multicultural backgrounds of the working parents whose children were in the UBC program. Also, the case manager concept, which was initiated in the second year, has facilitated good UBC/parent relationships because there is primarily one staff member who makes contact with each parent.

Although it appears that the children with special needs received more than satisfactory services through the UBC program, problems related to implementation of the model continued to exist into the second year and some of the problems became worse. These problems centered around communication about the merging of daycare and UBC needs, and were exacerbated the second year during writing of the manuals for dissemination. In particular, UBC and Rosemount administration did not have the kind of working relationship which allowed for the smooth resolution of conflicts. The problems that continue to challenge UBC seem to be due to the combining of two traditionally separate disciplines - daycare and early childhood special education; however, personality conflicts seem to have added to the challenge.

Recommendations

The primary objective for UBC's third year should be the resolution of communication problems. Improved communication between UBC and Rosemount administration will provide a solid foundation from which to work on improved communication between UBC and Catholic Charities staff, and UBC and Rosemount daycare staff. UBC needs to find a timely, effective and regular method of providing feedback to the Catholic Charities staff. Also, guidelines for communication about UBC matters within Rosemount must be clearly spelled out for all parties involved. In general, more satisfactory communication is essential if UBC is to be able to disseminate a viable model to other centers or agencies.

If an open dialogue cannot be established between UBC and Rosemount administration, perhaps it would be useful for an outside mediator to facilitate a discussion between parties. A faculty member from George Washington University's Special Education Department might be a good person to do this since this department has been involved with Rosemount since before UBC was funded.

UBC experienced some frustrations and problems meeting goals and performing all their functions during the second year. For example, provision of services to the Catholic Charities daycare center and daycare homes did not meet projected timetables, no training was provided and parents were not involved. During the third year, it is recommended that UBC carefully evaluate their timelines and goals so that community agencies, such as Catholic Charities, do not become disenchanted with the UBC model.

In general, UBC must evaluate how broad a role they can realistically play. For example, keeping up with screening schedules was a problem for UBC. During the third year, UBC should examine whether on-going screening is a realistic function for a program such as UBC.

The problems related to the writing of the manuals for dissemination need careful attention during the third year of funding. Resolution of the communication problems referred to above will be a crucial factor in relation to a successful completion of the manuals. It is also recommended that UBC consider hiring an outside writing consultant to assist with final editing and preparation of the manuals. If this is financially possible, it would take a lot of pressure off the UBC staff, add some needed objectivity, and result in a more professional finished product. Perhaps this is a service TADS could provide free of charge.

A P P E N D I X A - 3

UN BUEN COMIENZO/A GOOD BEGINNING

EVALUATION REPORT: YEAR 3

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UN BUEN COMIENZO/A GOOD BEGINNING

EVALUATION REPORT: YEAR 3

Background Information

Un Buen Comienzo/A Good Beginning (UBC) has completed three years of operation, funded by the Department of Education Office of Special Education's Handicapped Children's Early Education Program (HCEEP). UBC is part of Rosemount Center, which has been providing daycare services to the Washington, D.C. community since 1972. As described in the original grant proposal to HCEEP, the purpose of UBC was to develop a model demonstration program which offered full time daycare and special education services to mildly and moderately handicapped children (ages 6 weeks to 4 years). Other characteristics of UBC included:

- o mainstreamed grouping
- o parent support/involvement suited to working parents
- o center-based or family daycare options
- o bilingual (Spanish-English) and multicultural setting

Overview of Services Provided

During UBC's third year, 27 children were evaluated, served, and had Individualized Education Plans (IEP's) in their files. Of these twenty-seven, seven had the services of one UBC specialist, thirteen were seen by two specialists, and seven were seen by three specialists. In addition, eleven children were observed at their daycare center and an evaluation done. Of these eleven, three were placed on observation status and their development was monitored periodically. Observations and assessments were carried out at Easter Seals, GAP Daycare Center, St. Albans, SED Center, as well as at Rosemount, Catholic Charities, and Barbara Chambers Center.

Nature of Evaluation

The third year evaluation was conducted during July and August of 1987, at the conclusion of UBC's three years of funding. The evaluation plan was based on the original and continuing grant proposals, but focused on issues and problems which had surfaced over the three years of funding. Due to limited resources, the Year 3 Evaluation was not intended to be a comprehensive evaluation of the UBC program.

Information was collected via interview with the following persons:

- o Director of Rosemount Center
- o Coordinator of Infant/Toddler Program at Rosemount Center
- o Coordinator of Preschool Program at Rosemount Center
- o Four Rosemount teachers
- o Five UBC staff (Director, Speech Therapist, Occupational Therapist, Infant Special Educator, Family Liaison)
- o Three staff at Catholic Charities
- o Three staff at Barbara Chambers Center
- o Six parents of children in UBC

Working and Communicating with Daycare Staff

One of the central questions about this model is whether daycare staff and special educators can work together in the same setting to provide the needed care-giving and educational stimulation young handicapped children with working parents need. In the first two years, UBC staff expressed frustration about scheduling around daycare activities and follow-through in the classrooms. Daycare teaching and administrative staff agreed that sometimes scheduling was a problem. In addition, the daycare staff felt that they did not always get as much information as they wanted about the progress and activities of their UBC children.

The third year evaluation revealed that the UBC/daycare relationship improved over the three years and many of the problems were resolved as both UBC and daycare staff became more familiar and comfortable with each other. When hired, many of the UBC staff had little or no experience in a daycare setting, and most of the daycare staff did not know very much about early childhood special education. Special education was a mysterious process to most daycare workers, and some special educators thought daycare was an unstructured baby sitting service. This lack of knowledge created some unrealistic expectations and misunderstanding on both sides.

By the end of the third year, UBC realized that when a special education program is housed in a daycare center, the special educators must be prepared to work around the daycare schedules of the children. In order for the daycare center to function in an efficient manner and provide quality care to the children, routines are necessary. UBC had to learn how to fit the therapy into those routines. For example, mealtimes and naptimes could not be disrupted without causing problems for children and staff. Also, field trips were special events that daycare staff felt were important for all the children, even if it meant rearranging therapy for the UBC child.

It became clear that the UBC staff should know the classroom schedule of each of their students, and, as a rule, therapy times should be scheduled in the mornings. Also, as one interviewee put it, UBC must be careful not to act like they are more important or have more status than the daycare staff. Several interviewees pointed out that daycare workers are low paid and low status professionals, who have high stress and high responsibility jobs. Special educators in a daycare setting must be sensitive to this.

The UBC staff "learned" how to give teachers valuable informal feedback about how the children were doing. However, there was an interest

in more structured exchange of information (e.g. meetings or progress notes) and opportunities for daycare staff to observe UBC working with the children. The problem was finding a mutually convenient time to conduct this exchange of information. In addition, several interviewees said that UBC staff should solicit more feedback from daycare staff about how they feel the children are doing and what they observe in the classroom.

Initially, UBC expected that daycare staff would be carrying out some prescribed activities in the classroom setting. In general, this turned out to be unrealistic because daycare staff did not have the training or the time. Each child in the classroom had individual needs even if he/she was not handicapped and staff had to deal with all those needs in the context of group care and within structure of the daily schedule. For the most part, there was not time for additional one-to-one time. Once UBC staff and daycare staff understood each other well and a good rapport was established, it was possible to suggest ways to incorporate therapeutic activities into the daily routine (e.g. therapeutic positioning, behavior modification), without adding to the work of the daycare teacher.

Working with Parents of Handicapped Children in a Daycare Setting

One of the challenges of the UBC model was to find an effective and satisfying way to work with parents of handicapped children who were employed fulltime. In addition, the UBC parents were from diverse cultural and economic backgrounds, which increased the challenge. Both the UBC and Rosemount administrative staff agreed that many of the problems in this area over the first two years were due to the fact that there were unrealistic expectations of parents and UBC staff. UBC parents worked fulltime and had one or more children to take care of when they were not working. The combined pressures of employment, parenting and household responsibilities

left most parents with little "extra" time for meetings and educational activities at home. Contact with parents at "drop-off" or "pick-up" was not an effective way to communicate with parents because those times did not always coincide with staff work hours, and if they did, parents were often tired or in a hurry.

In the second year, UBC made an effort to use the telephone more for communicating with parents and the case manager concept was instituted. The case manager served as the primary liaison between UBC and the family, and was able to figure out the most effective method of working with that particular family. These two changes were continued in the third year and proved to be a success. Logbooks were also used the third year, so that parents and UBC staff could write to each other on a daily basis, if desired. According to at least one interviewee, UBC staff were more willing to approach parents as equals in the third year and did not have the need to always be right about things.

Feedback from parents the third year was generally positive in regard to communicating with UBC, but the parents did not all prefer the same type of communication. Some really used and appreciated the logbooks, but one parent was not even sure she had ever read the logbook. Several parents wanted more formal meetings and others specifically liked the informal conversations in the hallways. This diverse feedback highlights the importance of the case manager, who can get to know the parent(s) well and use the communication strategy that suits that family best. Rosemount staff emphasized the importance of using the teachers to facilitate communication with the parents because the teachers see the parents more often and may have a better rapport established.

Some of the UBC staff expressed frustration about the lack of parental involvement. It was suggested that a contract with parents or a modest fee for services might increase parents' commitment to UBC. The Rosemount staff was not too enthusiastic about these ideas and felt it was necessary to work around the individual family needs. As one interviewee pointed out, a working family who is struggling to pay rent may not be very concerned about a language delay in a three year-old child. It was also suggested that one of the UBC staff members should be a Parent Coordinator, whose primary responsibility would be to communicate with parents. This person should have very flexible hours, including some nights and weekends.

Provision of services in a multicultural and bilingual environment was a general goal of UBC; however, this was particularly important when working with parents. The Rosemount staff felt that sensitivity to these issues was somewhat of a problem for UBC in the first year mainly because the UBC staff was not really bilingual and had not had sufficient multicultural experience. These problems all but disappeared when new people were hired who had more appropriate experience.

Outreach Services to Other Daycare Centers

One of the major goals of UBC was to disseminate the UBC model by providing services in other daycare centers. In UBC's third year, the staff worked in two centers besides Rosemount, Catholic Charities (CC) and the Barbara Chambers Centers (BCC). Services to CC began late in the second year and services to BCC began in the spring of the third year.

Last year, after a few months of UBC services, CC interviewees were looking forward to more UBC services, but they had the following concerns: 1) inadequate feedback to and communication with the daycare staff, 2) little or no communication with parents, 3) hard to establish rapport with children, 4) irregular services, and 5) no training for staff.

The CC staff indicated during recent interviews that they were pleased that their children had received the services they needed. However, they continued to feel like they really did not understand the children's problems and the educational implications, or the nature of the UBC services. The staff wanted to be more a part of the process. This lack of information and integration with UBC was a problem for CC staff when talked with the parents of the children served. Often teachers could not answer parents' questions or interpret information for parents because they were uninformed themselves. The formal feedback given at the initial meetings and evaluations received positive comments. It should be noted here that UBC staff said that CC daycare staff turnover was high, which made communication about services very difficult.

One UBC staff member seemed to do a good job communicating directly with parents the third year; however, teachers were still concerned that parents were generally uninvolved. Regularity of services did not appear to be a problem the third year, but the teachers thought the children would benefit more if services were provided more often and children got to know the UBC staff better.

The issue about merging UBC and daycare schedules at Rosemount appeared to be somewhat of a problem at CC, also. But the problem was harder to resolve because the UBC staff were not in the building and therefore could not get to know the staff, schedules, and children as well as they were able to do at Rosemount.

Catholic Charities expected to receive formal staff training as a result of their involvement with UBC, but this did not happen. CC staff were invited to attend a parent training session at Rosemount which was held after work hours. Interviewees said this was unrealistic for CC staff.

UBC services to the Barbara Chambers Center (BCC) were different than those provided to CC. BCC has had a resource room program since 1977 staffed by various special educators, most recently a past UBC team member. The UBC/BCC relationship began because BCC needed help doing bilingual assessments. UBC primarily provided evaluation and consultation services to BCC, and the UBC occupational therapist worked directly with the children.

Within the context of this arranged relationship, there were very few problems with scheduling and BCC/UBC communication. However, because the relationship with UBC was limited, everything took a long time to complete, there was little UBC/parent communication, and the staff contact with UBC was minimal. In general, BCC seemed to be comfortable with the nature of the UBC relationship, but would have preferred someone in-house to play the role UBC played.

Working in Family Daycare Homes

One of the goals of UBC was to expand the model to family daycare homes. This took place on a small scale during the second year, but was not really increased in the third year. The services that were provided were initiated by the family home providers themselves. Both UBC and Rosemount administrative staff agreed that services were badly needed in family daycare homes. But lack of time and staff interfered with provision of services. Work in homes was more difficult to schedule because driving time was not required. Also, working in family daycare homes required a different set of skills and planning than work in the centers. For example, home daycare schedules were often less structured and it was not always possible to work with the "identified" child alone. Some interviewees felt that the UBC staff needed more information, and perhaps formal training, about family daycare.

Manuals

A major dissemination activity for UBC was the writing of three manuals. During the second year, the writing of these manuals created considerable conflict between UBC staff and the Rosemount administration, as well as between UBC staff members themselves. Basic issues, such as the subject, content, scope, and perspective of the manuals took months to resolve. Several interviewees stated that the conflict over the manuals was a reflection of some unresolved differences between UBC and Rosemount administration's philosophy of UBC.

In the third year of UBC, the parent liaison basically had full responsibility for finishing these manuals. The manuals were not complete at the time evaluation interviews were conducted. Several people stated that working on the manuals required expertise in writing that the UBC staff did not have. Also, the UBC staff felt that the manuals took a tremendous amount of time away from service provision, and the UBC team was over-extended anyway. In summary, the writing and production of these manuals turned out to be a much larger project than anticipated and may have been out of the scope of such a small project.

Staff Training

The provision of training for daycare providers on topics related to early childhood special education was a goal of UBC for all three years. This goal proved to be hard to achieve. UBC discovered that planning and conducting effective training sessions takes a lot of time and expertise. As one interviewee said, being an excellent teacher or therapist does not mean that you can conduct good workshops for adults in your subject area. In addition, the training needs of the daycare staff at Rosemount and the

two other centers were very diverse. This diversity and the bilingual requirement made planning and conducting workshops a challenge.

A number of interviewees felt that large workshops should be conducted to orient daycare staff and provide general information. After that, many staff felt that formal and informal meetings and the opportunity for daycare staff to observe UBC with the children would be the best way to train staff. However, there were some teachers who wanted more workshops, especially short sessions on specific topics. In summary, most interviewees agreed that UBC provided a lot of valuable informal training, even if formal workshops were limited.

Organization and Management

The primary conflict and frustration of UBC's second year was a lack of agreement about implementation of the UBC model. The UBC staff was very service oriented and the Rosemount administration was more oriented to model development and dissemination. A successful merge of these orientations was not achieved because UBC and the administration often viewed themselves as rivals, which precluded constructive and harmonious dialogue. Although remnants of tension lingered into the third year, significant staff and role changes seemed to have all but eliminated the conflicts.

In the third year of UBC, the individual team members worked much more independently. The UBC director played only a minimal role in the provision of direct services, and instead concentrated on the following activities (not in order of importance or percentage of time): fundraising, liaison with Rosemount, public relations, correspondence, program dissemination, boards and committees, articles and presentations, general management. The impact these changes had on the provision of services to children was not measured. However, it was clear that there was less

tension and fewer personality conflicts the third year. In addition, this division of responsibilities insured that the priorities of service provision and model development and dissemination were both addressed.

Another issue related to organization and management was staffing patterns. In light of the problems of providing services within the context of a daycare schedule, a number of interviewees suggested that direct service staff should be employed only half or three quarter time. Mornings would be used for direct service and observing children; and early afternoons for meetings, writing reports, and contacting parents.

Summary

The working relationship between UBC and daycare staff improved over the three years of funding as the UBC staff learned more about daycare and the daycare staff learned more about special education. Unrealistic expectations and misunderstandings were greatly reduced when staff exchanged information about the UBC children on a more equal level. It was important for the UBC staff to come to respect the routines and schedules of the daycare program.

Working with the daycare parents was somewhat frustrating for UBC because of the diversity of the parents, lack of parental involvement, and parents' conflicting priorities of work and family. As the staff became more bilingual and multicultural, the challenges were reduced. Also, the team learned that the same communication strategy was not successful with all parents. The case manager concept helped to individualize UBC's work with parents.

Although UBC did work with two other daycare centers, it was harder for them to "work out the wrinkles" away from Rosemount. Not being based at the centers made it more difficult to establish rapport with the teachers and

children, set up effective communication channels, and adapt to daycare schedules. In spite of the problems, both centers clearly wanted to continue their relationship with UBC, if possible. Work in the family daycare care homes was minimal and more effort needed to be focused on developing effective ways to provide special education services in this context.

The provision of formal staff training was also a weak point of the UBC program. Staff discovered that providing workshops took a lot of time and energy. However, the informal training and information sharing that UBC provided was generally well received and appreciated. Over the three years, daycare staff came to UBC more often with questions. This informal exchange of information was valuable training for all involved.

The working relationship between UBC and the Rosemount administration improved considerably in the third year, following some staff and role changes, which allowed for the smooth resolution of some major conflicts. In conclusion, almost all interviewees expressed regret that the UBC program might not continue and felt that a significant number of the UBC children might not be served in a timely fashion without UBC.

Recommendations for Replication Programs

- 1) Careful interviewing of potential team members should take place to insure that the special educators are familiar with daycare services and have respect for these professionals. Team members should also have bilingual and multicultural backgrounds.
- 2) Daycare and special education staff should receive a thorough orientation about each others' roles and responsibilities, and channels of communication should be carefully thought through ahead of time by all parties.

- 3) In light of the challenges of working with parents who are employed fulltime, the use of a case manager and/or parent coordinator is strongly recommended.
- 4) Training of daycare staff may be most effectively carried out by conducting half hour mini workshops on specific topics during the afternoon naptime.
- 5) A parent meeting/orientation should be held for all parents at the daycare center at the beginning of each school year to explain roles and responsibilities and clear up misunderstandings.
- 6) Outreach to a number of "satellite" daycare centers may be most effective if at least one staff member could be based at each center for a considerable part of the week to facilitate communication with daycare staff and children. Management and supervisory activities could be carried out at a central location.

U.B.C. INTERNAL EVALUATION REPORT

Rosemount Day Care Center

PART I

INTRODUCTION

An internal evaluation process was conducted among the U.B.C. staff members during the month of March 1987.

The objectives of the evaluation as stated in the evaluation booklet are:

- To assess how the staff complies with the goals of the Program;
- To gather data to plan for Program improvements;
- To identify areas that need improvement; and
- To set short and long term Program goals.

The evaluation procedure was as follows:

- Each staff member filled out the evaluation booklet.
- The grading instructions were as follows:
"For each item write which number on a scale from 1-2-3-4-5 is most appropriate: #1 is the least effective, 3 is average and 5 is the most effective. Please consider all items, score as many as possible. When necessary write N/A for items that are not applicable".
- Three staff meetings were held to discuss and collect the individual scoring and evaluation comments on the items covered in the evaluation.

SCOPE OF THIS REPORT

This summary report intends to highlight the most relevant findings addressed in the objectives of this evaluation. Due to the large amount of information gathered in the evaluation booklet and the richness of the contributions made by the staff, we limited the data reported here to the issues addressed in this evaluation. For more details please refer to the evaluation booklets.

FINDINGS

Direct Services

- | Item # | Average Rating |
|---|----------------|
| 1. The services are being provided according to the U.B.C. Specialist service schedule. | 3.6 |
| <u>Problems:</u> Children arrive late to the Center; changes in the classroom's regular schedule; children frequently absent. | |
| <u>Recommendations:</u> Require a commitment from the families for U.B.C. services; better coordination between the classroom and the specialists schedule; have a "back-up" child in schedule. | |
| 2. The physical environment is suitable for the direct intervention services. | 2.2 |
| <u>Problems:</u> Not enough room in the Center, the Resource Room is for multiple uses and it is full of unnecessary stimulation, chapel space is not available for occupational therapy. | |
| <u>Recommendations:</u> To discuss with Rosemount administration a reorganization of the space or create additional room devoted to do intervention; request to deconsecrate the chapel. | |
| 3. Material and equipment are adequate for services. | 2.8 |
| <u>Problems:</u> Puzzles are for older children and the selection is not appropriate for 0-3 population; floor in Resource Room needs to be padded and fully carpeted; install suspended equipment; more mats, rolls, fine motor toys; at Catholic Charities Day Care more sound toys and assessment equipment is needed. | |
| <u>Recommendations:</u> Budget assignments and reassessment of the materials needed according to the age of the population. | |
| 4. The I.E.P. format/goals are suitable for the children in the U.B.C. Program. | 2.4 |
| <u>Problems:</u> Format changes needed to reflect U.B.C.'s non categorical early intervention Program. | |
| <u>Recommendations:</u> To develop a format of an Infant | |

Item #	Average Rating
and Family Service Plan (IFSP), using a developmental and environmental approach for the intervention plan.	

Assessment:

- | | |
|---|-----|
| 1. The assessment procedures are being implemented according to the assessment model (see model). | 3.6 |
|---|-----|

Problems: Not enough participation by O.T. due to financial constraints; lack of coordination between the specialists and the family; frequent cancellations and rescheduling; following and adapting the procedures; slow return of documents from families and providers.

Recommendations: To limit assessment opportunities to one rescheduling; back-up for scheduled assessments; better coordination among U.B.C. assessment team and the family; change assessment time; more time flexibility.

- | | |
|--|-----|
| 2. The assessment tools are adequate to meet the assessment needs of the children. | 2.2 |
|--|-----|

Problems: There are no standardized assessment tools for Spanish infants; the diagnostic oriented tools are not adequate for a non-categorical program; evaluation reports need to be very descriptive and there is no assessment material developed for this purpose; bilingual difficulties.

Recommendations: Create proper assessment tools for this population; keep researching new tools; separate the assessment materials from the intervention materials.

- | | |
|---|-----|
| 3. The assessment schedule/time is meeting the needs of the children and the staff. | 2.6 |
|---|-----|

Problems: Limited access to the assessment room; time limitations of the assessment team; not enough assessment time.

Recommendations: To add a second assessment team to work in the mornings, to create an assessment room only devoted to this purpose.

Item #	Average Rating
4. The assessment site is appropriate for assessment purposes.	1.6

Problems: Room used for too many other activities, lack of prop or testing environments.

Recommendations: To create an assessment room with the right conditions for testing, use of the chapel.

FORMAL TRAINING:

1. A. The training activities meet the Program's goals (Refer to the Proposal).	1.0
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Problems: Lack of time and personnel, no training coordinator; interests, prioprities and motivation of the target population, training goals were over-ambitious with the federal grant and the resources limited.

B. The training activities has been conducted according to the actual/realistic program's revised goals. (This item was added on request of the staff).	3.3
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2. The training activities meet the needs of teachers, family home providers, junior staff/aides.	2.8
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Problems: Low motivation of day care staff, schedule arrangements; lack of communication between supervisors and classroom staff; nature of day care setting such as working parents with conflicting schedules; lack of teachers for classroom sustitution, teacher appear over worked with too many demands on the classroom personnel; lack of training staff.

Recommendations: To create a training component, to do training only by request; add training staff; make training obligatory for parents; request more support from Rosemount staff.

3. The training activities meet the needs of the parents.	2.2
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Problems: Different set of priorities among the parents who represent a diversified group with cultural, educational and socio-economic backgrounds . difference; working parents with conflicting schedules.

Item #	Average Rating
<u>Recommendations:</u> Create the position of Parent Training Coordinator and family counselor.	
4. The in-service training program meets the professional needs of U.B.C. staff.	1.2
<u>Problems:</u> No money in the budget, problems with scheduling.	
<u>Recommendations:</u> Allocate money, to assess staff training needs.	

INFORMAL TRAINING AND COMMUNICATION:

A. Teachers and family day care providers:	
1. The notebook devised to communicate the child's progress to the teacher/family day care provider is effective.	2.0
<u>Problems:</u> Teachers did not read or write in the notebooks; lack of staff time to write, parents did not have the time to read/write when bringing or picking up the children; parent level of involvement with the service is low; low reading/writing skills of some parents and teachers.	
<u>Recommendations:</u> Discuss with teachers and parent the issue to find a good solution, use personal approach.	
2. The scheduled Case Manager meetings are effective ways of bringing together teachers, supervisors, parents and U.B.C. staff.	3.4
<u>Problems:</u> Poor attendance at Case Manager's meetings, conflicting time schedules; taking teachers out of the classroom; lack of substitute teachers for the classroom, low supervisors attendance, not held regularly.	
<u>Recommendations:</u> Set regular schedule, to get Rosemount staff to commit to this meeting, change time, incorporate the activity in the Rosemount staff job description.	
3. The planned (but not regularly scheduled) teacher/specialist meetings are effective ways of training/communicating mutual concerns.	3.6

Item #	Average Rating
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Problems: Time and scheduling; the teachers are busy meeting the other demands of the children; the system is not formal.

Recommendations: To provide more cover-staff to the teachers.

- | | |
|---|-----|
| 4. The "on the spot/in the hall" exchange with the teachers are appropriate means of communication. | 3.2 |
|---|-----|

Problems: The information is lost when it is presented informally, generally the teachers are interested in listening but they don't have time to carry-out the recommendations; too many interruptions.

Recommendations: The specialist should be available to listen and to respond accordingly; to communicate to the classroom supervisor the recommendations given to the teachers.

B. Parents

- | | |
|---|-----|
| 1. The notebooks devised to communicate the child's progress to the parents is effective. | 2.8 |
|---|-----|

Problems: Some parents don't read or have time to write in it; the parents limit of understanding and interest affect the effectiveness; the staff may not always have time to write; the staff prefers to devote the time to do intervention.

Recommendations: Assess the parent preference, to a parent requirement for U.B.C. services to attend to regular meetings with the specialists; let the parents decide and chose, communication methods such as notebooks and/or telephone calls.

- | | |
|---|-----|
| 2. The parents' meetings to discuss the I.E.P. are effective in involving parents in planning for the child's services. | 2.8 |
|---|-----|

Problems: Getting personnel together; getting both parents to participate; language; culturally understanding; low parental involvement; the parents are bombarded with information by many specialist and they feel lost; schedule and time needed to involve the teacher in the development of the goals and objectives; there is not always attendance of the supervisors at the I.E.P. meetings.

Item #

Average Rating

Recommendations: In order to have a real parental involvement it is necessary to involve the parent very early in the process of identifying the needs of the child; concentrate on presenting the "larger" goals; give copy of the I.E.P. to the parents which emphasizes strengths and weaknesses; the supervisors should attend the meetings and take part in the process of writing the goals.

3. The 'on the spot/on the hall' exchanges with the parents are appropriate means of communications.

2.8

Problems: Poor timing; specialist not prepared; often U.B.C. staff is not present when parents are here; usually more social than professional; information is not recorded; inconsistent meetings; too informal; too many interruptions.

Recommendations: Ask the parents when they are available, give them a time in which the specialist is in the office to answer questions; to continue all other forms of communication (notebooks, telephone calls, personal meetings).

4. The telephone communication with the parents are effective.

1.8

Problems: During the working hours both parents are out working, some parents are not allowed to receive non-emergency phone calls at their work-place; parents are hard to reach, time factor for specialists.

Recommendations: Develop with each parent a specific time for phone communications.

- C. Communication with day care site administrative staff:

1. The present communication system is effective in exchanging information between the supervisors and the specialists.

3.2

Item #	Average Rating
<u>Problems:</u> The communication often depends on the interest of the supervisors (O.T.) not always informed of changes, communication is not a major problem, but carry out is the important issue, time and day-care setting sometimes does not allow for the most effective communication; no major problem, it has improved considerably with new practice and consistency. <u>Recommendations:</u> Set a time to see day care staff, weekly; continue as is - with additional ideas from supervisors to improve channels.	

2. The Case Manager meeting is effective in exchanging information between the supervisors and the specialists.

2.8

Problems: Getting everyone together, not always the supervisors are ready with the classroom arrangements to allow the teachers to attend this meeting; not all the supervisors attend these meetings.

Recommendations: Continue providing schedules, the supervisors should attend the meetings.

OUTREACH/DISSEMINATION:

1. The development of the manuals is progressing at at rate that will meet the proposed deadline.

4.2

Problems: Late getting materials to Bea, manuals are too ambitious; time and resources, limitations following schedule; a lot of discussion deciding the topics and issues that should be in the manuals.

Recommendations: Plan for steps after first draft is prepared, have a word processor; revise outline.

2. The proposed goals of each manual are being met.

3.4

Problems: Lack of staff time, there was no clearly stated goals for the manuals; the target-audience was not clearly defined; different view points in its original plan, unrealistic expectations.

Item #

Average Rating

Recommendations: Set up a realistic schedule and follow schedule, simplify, focus on what is truly appropriate derived from real experiences.

3. A. The program expansion requires contacting new centers and family homes. The initial contact made by the staff has accomplished this goal.

3.2

Problems: Goals were too ambitious, no criterias for expansion, have not collected good data on where the needs are, there were no concrete offer of services to the new centers to work with finding family home providers interested in working with children who has disabilities.

Recommendations: To know what centers are out there, their population, services provided, to have a package of services to offer; to develop a systematic data collection on needs, DHS, OLA, Day Care Associations.

- B. The Program expansion requires contacting new family homes. The initial contact made by the staff has accomplished this goal.

1.2

*This item was rephrased and added to the original; the evaluation responses were not anota-
ted in the booklets.

4. A. Presentations to disseminate information about the Program has fulfilled the proposals goals.

1.2

Problems: There is limited resources (staff money, time), the program had suffered several crisis that demanded great organizational efforts from the staff; time limitations; no personnel available to do that type of work.

Recommendations: More funds, to hire staff required to demonstrate information.

- B. Presentations to disseminate information about the Program have fulfilled the proposal's goals (the revised set of goals)

3.8

*This item was rephrased and added to the original, the evaluation responses were not anota-
ted in the booklet.

Item #

Average Rating

ADMINISTRATIVE TASKS:

1. The U.B.C. budget is sufficient to meet the needs of the Program's goals stated in the proposal.

1.0

Problems: less O.T. hours, less money for manuals, no inservice training; no program expansion; no staff to do school placement; no money for equipment; program evaluation; due to mistakes in the initial budget; inadequate budgetary plans for 2nd and 3rd year.

Recommendations: More grant money; sliding fee scale; correct and adjust the budget for this year.

2. The U.B.C. staff has the opportunity to participate in Program's policies planning.

3.4

Problems: Limited O.T. time; O.T. not involved in the research and development aspect of the program; expertise loss; the initial policies were not adjusted to the realities of the service.

Recommendations: The short Monday meetings may help with some suggestions; short and frequent meetings, more team work rather than isolating responses.

3. The U.B.C. staff is sufficient to implement the goals of the program as stated in the proposal.

1.2

Problems: too limited in time, lack of support personnel, personnel turn-over; continuity lost; staff shortage, proposal goals were too ambitious and the personnel limited, too many tasks.

Recommendations: to improve the financial support to create the necessary components needed to implement the entire program; down on some unrealistic goals, focus on essential needs and goals.

Item #	Average Rating
4. The U.B.C. staff members have adequate opportunity to communicate with each other. <u>Problems:</u> some difficulties with part-time personnel; style of communication and staff changed; getting the staff together; sometimes it is difficult to communicate with the O.T. since she is only part-time (12 hours or less) at Rosemount. <u>Recommendations:</u> Short and regular staff meetings, have a brief agenda ready, to have everybody in staff full-time.	2.8
5. Office supplies/material are adequate to implement the program's goals. <u>Problems:</u> no system for setting up big O.T. equipment; lack of a word processor and access to Xerox machine, the program is using only what Rosemount could provide, sometimes Rosemount can not provide for the special needs of the program. <u>Recommendation:</u> put a line for office material in the new budget.	2.8
6. The frequency of staff meetings are sufficient to meet the needs of the program. <u>Problems:</u> there is no set time to have staff meetings; not enough time to keep everyone informed; starting on time the scheduled Monday staff meeting. <u>Recommendations:</u> short staff meetings, more case review as a team, to notify and review goals for the program and the children; keep Mondays meetings as scheduled.	3.4
7. The program's goals are being reviewed and adjusted in accordance with the program's current situation (budget, staff, clients, etc.)	3.8

Item #	Average Rating
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Problems: O.T. did not participate in the process, the program's goals are too broad, time limitations.

Recommendations: maximizing the resources, letters have and are being written to the federal government, HCEEP to redefine goals and program expectations.

- | | |
|---|-----|
| 8. The intake procedure for accepting new children in the program is effective. | 3.8 |
|---|-----|

Problems: Intake procedure takes a long time due to procrastination and/or lack of cooperation from parents and day care providers; maintaining procedures yet allowing flexibility for exceptions; need to clarify certain procedural changes; acting according to the procedures by Rosemount, U.B.C. staff, and other agencies.

Recommendations: To send a fact sheet about the program to referral services, to let the referral source know U.B.C. procedures, to follow the procedure as they are prescribed.

- | | |
|--|-----|
| 9. The referral system in which children with suspected delays are considered for U.B.C. is effective. | 2.8 |
|--|-----|

Problems: sometimes the concern is not clearly expressed by the referral source, U.B.C. have no control over the referrals; there is no pattern or system, we are asking day care providers to detect a child with special needs and they do not have the knowledge to do that.

Recommendations: To increase the observations in the classroom to verify the concern; train providers in order to get more referrals; more program dissemination.

Item #	Average Rating
10. The exit procedure for dismissing the children from U.B.C. is effective.	2.0
<u>Problems:</u> no systematic exit procedures, parents do not participate in the process, no plan for transition to other service; getting release signature and final report.	
<u>Recommendations:</u> review the present system and formalize the exit criterias; to hire someone to do the transition, and placement of dismissed children.	
11. The Case Manager system has well defined procedures and goals.	1.8
<u>Problem:</u> There is not enough staff to do case managing, O.T. is only part-time so she cannot be involved as a case manager; Case Manager duties are too broad time consuming.	
<u>Recommendations:</u> Smaller case load, re-define the role according to realities, add more staff (family component).	
12. The follow-up for children dismissed from the program is effective.	1.8
<u>Problems:</u> lack of staff to provide follow-up; time limitations; no formal mechanism exists.	
<u>Recommendations:</u> define what exactly follow-up entails, designate who and how it should be done; hire a family counselor to do follow-up.	
13. This evaluation instrument is effective in assessing the current status (strengths and weaknesses) of the program, and provide guidelines for improvements.	4.0
- The evaluation questions relate to how U.B.C. is fulfilling grant proposals; the answers relate to the reality of the program as it now exists.	
- Set up one evaluation for the staff and	

another for parents.

- The teachers, supervisors, administrative staff should evaluate the program.

Open Evaluation Sheet:

1. Salaries: Problem: salaries are not competitive enough to attract and maintain highly qualified personnel. Recommendation: To match the salaries to comparable positions in the government (Public Schools, State and Federal Government).
2. Fringe benefits: Problem: no major problems, benefits are adequate.
3. Secretarial services: Problem: there is difficulty taking care of clerical tasks.

FINAL REPORT

Un Buen Comienzo/A Good Beginning
Rosemount Day Care Center

NAME: Matthew

DATE: June 5, 1987

D.O.B.: 05-14-85

C.A.: 2 yrs., 1mth.

PURPOSE OF THIS REPORT:

To present a final summary of the services provided, and update the needs of the child, due to the termination of the U.B.C.'s Grant services at June 30, 1987.

PREPARED BY:

Francisco Borges - Infant Special Educator

Shirley Zamora - Occupational Therapist

BACKGROUND INFORMATION

Referred by: Matthew was referred to U.B.C. because of concern about high-risk status and developmental difference between he and his twin.

Time in the Program: The child was initially screened in 06-14-85 and entered the program on August 1985. He has been receiving services since to June 1987.

Original Concern: His high-risk status and developmental difference between him and his twin.

EVALUATIONS DONE: (Reports available from U.B.C. records)

- Pediatric Evaluation - Dr. Francis Rhoades, Consultant - 07-19-85.
- Progress Report - U.B.C. Program - 03-23-87
- Developmental Evaluation - U.B.C. Program (12-13-85). There is only a draft and no final copy is available in record.

Services Received:

1. Social development/cognitive stimulation. The child at the present does not show any significant cognitive difficulties. His cognitive profile is age-appropriate. The social development still needs to be reinforced, especially in those areas related to socialization with non-familiar adults. Language development is a definite concern.

2. Neuromotor and sensor-integrative therapy to facilitate normal developmental progression. Matthew has been seen since October, 1985. Initially muscle tone was high, with lots of back and neck extension. He used increased tone to move thus avoiding transitional postures that required graded movement. In therapy tone has decreased, he has learned transitions, and is developing bilateral coordination, weight shift, motor planning and movement from the pelvis. Additionally, we helped the mother's obtaining a nighttime bar to properly align the feet, legs and hips to prevent intoeing and actual foot flexion. This process was directed by Stephen Nason, M.D., Pediatric Orthopedic Surgeon at Childrens' Hospital. Ongoing problems are abdominal weakness, balance, weight shift and endurance. Language is slowly developing.

RECOMMENDATIONS:

1. To closely monitor his language (expressive) development by a professional in this field. Language stimulation is recommended in order to reinforce his rate of language acquisition.

2. Continued neuromotor therapy to: a) decrease tone, b) increase abdominal control, c) improve motor planning and level of motor activity.

FINAL REPORT

NAME:

DATE: June 1, 1987

D.O.B.: 06-16-84

C.A.: 3 years

PURPOSE OF THE REPORT:

To present a final summary of the services provided, and update the needs of the child, due to the termination of U.B.C.'s Grant services at June 30, 1987.

PREPARED BY:

Francisco Borges	-	Infant Special Educator
Shirley Zamora	-	Occupational Therapist

BACKGROUND INFORMATION:

Referred by: St. John's Child Development Center.

Time in the Program: The child was initially screened by the U.B.C. specialists on 01-11-85. He has been receiving services since December, 1985.

Original Concern: At risk for development due to medical history.

Evaluations done: (Reports available from U.B.C. records).

1. Evaluation Summary - St. John's Child Development Center. (12-18-84)
2. Discharge Reports - Childrens' Hospital. (06-16-84, 09-04-84 to 09-08-84)
3. Operative Report - Childrens' Hospital. (09-08-84)
4. Clinical Note - Dr. Glenn C. Rosenquist, Cardiology - Childrens' Hospital. (no date available)
5. Discharge Summary - Childrens' Hospital. (10-16-84 to 10-24-84)
6. EEG Laboratory Report - Childrens' Hospital. (11-06-84)
7. X-Ray Consultation Report - Childrens' Hospital. (10-25-84)

8. Labor and Delivery Record - Columbia Hospital for Women. (06-16-84)
9. Initial Screening - U.B.C. Program - 01-11-85
10. Speech and Language Evaluation - U.B.C. Program 04-12-85
11. Pediatric Evaluation - Dr. Frances Rhoads - Consultant. (03-15-85)

Services Received:

1. Occupational Therapy - Freddy received therapy to facilitate motor development, especially independent ambulation with good balance, weight shift, trunk rotation and pelvic dissociation. He responded very well to intervention and was discharged. His progress has been monitored this year and gains continue.
2. Cognitive stimulation - Freddy is presently functioning within the expected developmental level in the cognitive domain. He has gained significantly in concepts formation and vocabulary usage. His selective attention process needs to be improved.

RECOMMENDATIONS:

1. To closely monitor his cognitive and language development especially during the preschool years.
2. The child should be placed in a small group (no more than 10 children) in order to receive close attention from the teaching staff.
3. An infant development specialist should periodically see the child, talk to the teachers and parents in order to monitor his general development.

FINAL REPORT

Un Buen Comienzo/A Good Beginning

Rosemount Day Care Center

NAME: Deborah

DATE: May 27, 1987

D.O.B.: 06-13-84

C.A.: 3 years

PURPOSE OF THIS REPORT:

To present a final summary of the services provided, and update the needs of the child, due to the termination of U.B.C.'s Grant services at June 30, 1987.

PREPARED BY:

Francisco Borges
Maria S. Collins

- Infant Special Educator
- Speech-Language Therapist

BACKGROUND INFORMATION:

Referred by: St. John's Child Development Center

TIME IN THE PROGRAM:

The child was initially screened by the U.B.C. specialists on November 3, 1986. She has been receiving services since February to June 30, 1987.

ORIGINAL CONCERN:

Overall Developmental Delay.

EVALUATIONS DONE: (Reports available from U.B.C. records)

- Audiological Evaluation - Children's Hearing and Speech Center - 05-09-86.
- Developmental Clinic - Follow-up Visit Childrens' Hospital 08-11-86.

- Hospital Discharge Summary - Childrens' Hospital 02-04-85 to 02-14-85.
- Department of Allergy and Immunology Report - Childrens' Hospital - 08-21-85.
- Developmental Consultation - Continuation Report Dr. Rebecca Ichord - 05-06-86.
- Screening and Observation Report - U.B.C. Program 10-27-86.
- Developmental Evaluation - U.B.C. Program - 11-03-86.
- Department of Physical Medicine and Rehabilitation - Childrens' Hospital - 03-25-86.
- Evaluation Summary - Early Intervention Program - St. John's Child Development Center 05-30-86.

SERVICES RECEIVED:

1. Language and cognitive stimulation:
The child has been receiving a weekly joint session (50 - 70 minutes) provided by the Speech-Language Therapist and the Special Educator. The child has exhibited significant improvements in the following areas:
 - Increased attention span and better use of selective attention. She is able to attain to the specialists in a group of two children. (Child-adult ratio - 1 to 1).
 - The level of activities is greatly reduced when she is working in a well structured setting. At the day care home her level of activities seems to be adequate.
 - She is exploring toys and learning material in a more systematic fashion. Her work structure has improved significantly and now she is able to stay on task for longer periods of time.
 - Her social skills and interactions with adults are more age-appropriate than 5 months ago.
 - She is expressing wants and needs verbally.
 - She is able to follow simple verbal commands.

- Her social-verbal interaction with children and adults has improved significantly.
- She has coded the following semantic categories: Existence, Action, Location, Negation, Dative, Quantity, Possession and Recurrence.
- Her MLU (Mean Length of Utterance) is actually 3.36 (Brown's stage III, Early Intermediate Development of the basic sentence).
- Her morpho-syntactic performance is as follows:
 - consistent use of plurals (e.g. toys, socks, candies)
 - consistent use of possessive morphemes (e.g. /s/)
 - irregular past verb forms (e.g. gave)
 - personal pronoun "I" at the beginning of the sentences
 - additional personal pronouns (e.g. he, you, "tu")
 - some demonstrative pronouns (e.g. this, that, "ese", "este")
 - some articles (e.g. the, "la", "el")
 - use of negative forms (e.g. no, don't)
 - present progressive -ing on verbs, usually without the auxiliary (e.g. going, sleeping).
- She uses speech to get attention, demands and attempts control.
- Jargon and some echolalia are still present.
- She is able to identify common and familiar objects in pictures.
- Her vocabulary size has improved significantly.
- She uses the following sounds, intelligible: /m/ /p/ /b/ /n/ /d/ /g/ /s/ /i/ /sh/ /t/ /r/ /k/ /ch/ /h/ /ñ/ /y/ /f/ / /, and the vowels, but the intelligibility of her speech, remain difficult.

RECOMMENDATIONS AND IDENTIFICATIONS OF NEEDS:

1. To place the child in a therapeutic day care center for children with mild developmental delay (high-functioning) in order to improve her attention and keep developing the social and cognitive skills.

2. Full parental involvement is highly recommended in order to maximize the effectiveness of the intervention.

3. To assess the family needs to provide support services if those are needed.

4. Regular pediatric examination to check middle ear infections.

5. To keep providing speech and language stimulation according to the current needs.

FINAL REPORT

Un Buen Comienzo/A Good Beginning

Rosemount Day Care Center

NAME:

DATE: June 4, 1987

D.O.B.: 02-01-84

C.A.: 3 yrs. 4 mths.

PURPOSE OF THIS REPORT:

To present a final summary of the services provided, and update the needs of the child, due to the termination of U.B.C.'s Grant services at June 30, 1987.

PREPARED BY:

Francisco Borges	-	Infnat Special Educator
Maria S. Collins	-	Speech-Language Therapist

BACKGROUND INFORMATION:

Referred by: Ramiro's mother referred the child to the Program

Time in the Program: The child was initially screened by the U.B.C. specialists on 07-02-86. He has been receiving services from February to June 30, 1987.

Original Concern: Apparent speech and languahe delay.

Evaluations done: (Reports available from U.B.C. records)
- Initial Screening Report - U.B.C. Program 07-02-86

Services Received:

1. Language and cognitive stimulation: The child has been receiving a weekly joint session (50-70 minutes) provided by the Speech-Language Therapist and the Special Educator. The child has exhibited significant improvements in the following areas:

- Increased attention span and better use of selective

attention. He is able to fully participate in the activities presented by the specialists.

- He has improved his social skills. He is more open and eager to be part of the group. Also he is able to share the space, toys, learning materials and the attention from the specialists.
- His cognitive functions are well developed and therefore the child is ready to be exposed to a cognitive enrichment program (Preschool or day care). The social development and adaption should be monitored especially if the child is placed in a different day care setting.
- His receptive language has improved significantly. At present, he can follow three-part commands, understand most of the prepositions, pays attention to stories or television for more than 15 minutes, understands wh-questions (what, who, where, when), and codes the following semantic categories: Action, Existence, Location, Negation, Time, Dative, Quantity, Possession, Recurrence and Attribute.
- His expressive language has improved significantly.
- His M.L.U. (Mean Length of Utterance) is actually 3.40 (Brown's stage III, Early intermediate Development of the basic sentence).
- His morpho-syntactic performance is as follows:
 - consistent use of Plurals (e.g. cars, shoes)
 - consistent use of possessive morphemes (e.g./s/)
 - personal pronoun "I" at the beginning of the sentence
 - additional personal pronouns (e.g. you, "tu", we)
 - some demonstrative pronouns (e.g. "ese", this, that)
 - some articles (e.g. the, "el", "la")
 - use of negative forms (e.g. no, don't)
 - present progressive -ing on verbs, usually without the auxillary (e.g. going, sleeping)
 - some catenative verb forms (e.g. wanna), as semi-auxillaries
- He used speech to get attention, demands and attempts control.
- His vocabulary size has improved significantly.
- Usually he expresses himself in English, with some Spanish words interspersed.

RECOMMENDATIONS:

1. To place the child in a preschool program or day care center in order to enrich his cognitive skills and foster his social development.

2. To keep providing speech and language stimulation, according to the current needs.

3. To conduct a hearing test, because this program did not receive the results of the last one (done in March/87) according to the mother.

FINAL REPORT

Un Buen Comienzo/A Good Beginning

Rosemount Day Care Center

NAME: Alexander

DATE: June 9, 1987

D.O.B.: 09-24-82

C.A.: 4 yrs. 9 mths.

PURPOSE OF THIS REPORT:

To present a final summary of the services provided, and update the needs of the child, due to the termination of U.B.C.'s Grant services at June 30, 1987.

PREPARED BY:

Francisco Borges	-	Infant Special Educator
Shirley Zamora	-	Occupational Therapist

BACKGROUND INFORMATION:

Referred by:

Time in the Program: Alexander was initially screened by the U.B.C. staff in October 1985 and began services in May 1985 to June 1987.

Original Concern: Motor Development

Evaluations done: (Reports available from U.B.C. records)

- O.T. Progress Report - U.B.C. Program - April 16, 1987
- Special Education Progress Report - U.B.C. Program April 14, 1987
- Child Record Report - U.B.C. Program - 11-21-86
- Speech and Language Assessment - Childrens' Hospital 01-27-84

- Development Assessment - Prince George's County Public Schools - April 02, 1984
- Speech and Language Evaluation - Bonnie W. Cowan 02-14-85

Services Received:

1. Cognitive Stimulation: The child masters a significant amount of concepts proper for his chronological age. On many occasions his behavioral difficulties preclude him from performing at higher levels. The child needs to improve the selective attention and acquire a variety of pre-academic concepts and skills. The major areas of concern are the classroom adaption, the social-skills and his ability to benefit from group-oriented teaching.
2. Occupational Therapy: Alexander was seen from Oct., 1985 until June, 1987, and services are continuing through Rosemount. Alex came with motor concerns and was ultimately diagnosed as having muscular dystrophy - Duchene type. Goals have focused on facilitating normal developmental progression, maintaining range of motion in legs especially, maintaining trunk mobility and good vital capacity of the lungs. Motor planning is excellent. Strength has deteriorated 20% in the past year, but he has focused well during treatment, easily following directions. As treatment progressed, he became very creative, setting up obstacle courses - climbing, jumping, crawling, etc. He becomes frustrated and states "I can't", to many requests but when taken through step-by-step he can do many tasks and is pleased with his accomplishment.

RECOMMENDATIONS:

1. Follow the school placement procedures with D.C. Public Schools already initiated.
2. For specific recommendations please see the previous reports in his U.B.C. record.
3. Alex will need therapy, physical and occupational three (3) to five (5) times a week as part of this school program.